DOCUMENT RESUME

ED 181 770 HE 011 970

AUTHOR Bradley, A. Paul, Jr.
TITLE The New Professional: A Report on Faculty in Individualized Education.
INSTITUTION State Univ. of New York, Saratoga Springs. Empire State Coll.
PUB DATE 78
NOTE 79p.; Appendix marginally legible
AVAILABLE FROM Center for Individualized Education, Empire State College, State University of New York, Saratoga Springs, NY 12866 ($5.00).

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *College Faculty; Course Content; Course Descriptions; Curriculum Design; Faculty Development; Higher Education; Individualized Instruction; *Individualized Programs; Institutional Characteristics; *Instructional Innovation; Off Campus Facilities; Program Descriptions; Questionnaires; Student Teacher Relationship; *Teacher Role; Teaching Methods; Tutorial Programs
IDENTIFIERS *Nontraditional Education

ABSTRACT

Faculty roles in ten individualized education programs that focus attention on student needs and interests as articulated in face-to-face discussions with faculty are examined. The programs include those at: Metropolitan State University (Minnesota); Florida International University; Grand Valley State Colleges (Michigan); New College of The University of Alabama; University College of The University of Minnesota; University Without Walls of The University of Wisconsin; The College of Public and Community Service at the University of Massachusetts; Webster College (Missouri); The Open College of Bunker Hill Community College (Massachusetts); Empire State College of the State University of New York. The programs are characterized according to the amount of flexibility allowed students of five dimensions: content, mode, place, evaluation, and time. The faculty involved with individualized education are labelled "new professionals" because of the nontraditional teaching methods they employ. Faculty roles at each of the ten programs are categorized according to: degree program design, learning evaluation, learning activity selection, learning activity monitoring, and advisement. It is suggested that the uncommon nature of the new professional role causes faculty to go through six stages of development: exploration, orientation, estrangement, personal confrontation, discovery, and commitment. It is further suggested that individualized education programs represent an important faction of higher education and an emerging, diverse force that will have far-reaching implications for postsecondary education. The survey instrument is appended. (Author/SP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED181770

THE NEW PROFESSIONAL: A REPORT ON FACULTY IN INDIVIDUALIZED EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
A. Paul Bradley, Jr.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A. Paul Bradley, Jr.

Center for Individualized Education

Empire State College

State University of New York

HE 011 920

Printed by Empire State College
Saratoga Springs, New York

1978

FOREWORD

The Center for Individualized Education, established in the Fall of 1974 at Empire State College, is one of five centers funded by the Danforth Foundation with the objective of improving the processes of teaching and learning. The Center also has significant support from the Chancellor's Fund for Innovation/S.U.N.Y. and Empire State College.

Individualized education is defined by academic processes which seek to individualize not only the pace or timing of learning, but learning objectives, content, learning activities, learning modes, place and evaluation criteria. The Center has focused on five specific areas of inquiry for its varied activities:

1. **The Faculty-Student Relationship.** In most programs which offer individualized education options, there is a primary student relationship with an advisor, sponsor, preceptor, or mentor. This relationship appears to present a unique dynamic or series of dynamics in the learning process. The intent of this area of inquiry is to analyze this relationship in order to understand its dynamics and the processes implicit in it, since it is this teaching/advising relationship which frequently yields self-confidence, a heightened understanding of one's identity, a lower student attrition rate, etc.

2. **Individual Learning Objectives.** This area of inquiry is seen as primary in any effort to more fully understand and thereby improve individualized education. The individualization of learning objectives is an area which has been the focus for ongoing study and development. The characteristics being studied include individual student differences and accompanying differences in objectives; learning style differences and the effectiveness of different instructional styles of faculty to different student needs; the impact of the learning environment on the student's ability to achieve stated individual objectives; and the examination of the concept of the college degree actually being an individualized and thereby differentiated learning experience for each individual.

3. **Evaluation.** This area of activity has addressed the problems implicit in the formulation of methods and criteria of evaluation which are appropriate to individually negotiated learning. Evaluation is thought to be relatively easy when content is prescribed and standards are fixed. Thus, the focus of this area of inquiry is not only standards for judging, but the process of formulating and articulating criteria appropriate to individualized learning and the process of gathering evidence which support the criteria articulated. Developmental activities in this area have worked to assist faculty who are working with students engaged in individualized learning.

4. **Faculty Load.** The focus of this question is the determination of the appropriate student "load" with which a faculty member should be working in an individualized education system. The significant differences between full-time and half-time students, their needs, the part that learning plays in their life, the differences in learning style, modes, and resources, the differences in faculty time needed to serve the half-time student adequately — all are issues which are being explored.

5. **Faculty Development.** Faculty development is viewed as the major component of this project. In order to ascertain what types of activities are effective "development" experiences for faculty working in individualized programs, a variety of activities have been tested. High impact workshops with clearly specified outcomes, as well as both intra- and inter-institutional task forces, are seen as two models that have been successfully employed.

The Center is coordinating study in these areas of inquiry and a number of developmental activities both within Empire State College and among a network of seven other institutions which have made a significant commitment to individualized education. Bunker Hill Community College, the Community College of Vermont, Metropolitan State University, New College at the University of Alabama, the State University of New York College at Brockport, Rockland Community College, and the University of Minnesota each have a team of faculty members and administrators working on various development projects at their institutions in coordination with the Center.

These institutions were invited to participate in ongoing activities with the Center primarily because of the commitment each has made to the implementation of academic programs which recognize individual differences and offer the student the opportunity to design an academic program which meets his/her individual needs. The institutions and the academic programs they provide are diverse. The institutions are large and small and include community colleges, four-year colleges, and university centers; they serve urban, rural, and suburban non-resident students who differ markedly in terms of chronology, life and work experience, experience in post-secondary education, ego-stage development, and reasons for seeking further education.

Center for Individualized Education activities have included a National Conference on Individualized Education in 1977, attended by over 300 persons. In addition, the Center has conducted a large number of workshops for faculty and administrators on such topics as contract learning, evaluation, writing skills, adult development, orientation to mentoring, assessment of learning from work and life experience, individualized education in the context of a group, and individualizing graduate degree programs. Major spin-offs have included development of a participant-centered design format for conferences that has been used by the American Association for Higher Education (AAHE), Council for the Advancement of Experiential Learning (CAEL), the Kellogg Foundation Project in the Use of Innovation, the National Endowment for the Humanities (NEH) for its 1977 annual meeting of project directors, and the Project on Institutional Renewal Through the Improvement of Teaching.

As part of its multifaceted dissemination effort, the Center has sponsored several monographs, case books, and resource catalogs. One of the more ambitious efforts is *The New Professional: A Report on Faculty in Individualized Education.* The project grew out of the author's work in the Office of Research and Evaluation headed by Dr. Ernest G. Palola at Empire State College. It utilized certain aspects of the PERC (Program Effectiveness and Related Costs) model. *The New Professional* report provides a broad view of the various roles played by faculty throughout the country who are engaged in individualized education. In addition, the conceptual and theoretical frameworks presented give the reader a structure by which to examine the faculty role in any individualized education program.

From the beginning, the Center for Individualized Education has been concerned with the changes in the faculty role necessitated by the process of learner-centered teaching. *The New Professional* makes an important contribution to our understanding.

ACKNOWLEDGEMENTS

I would like to name the most important people in the *new professional* project, those who granted interviews and completed the Faculty Questionnaire, but they did so with the promise of anonymity. However, without them, there would be no study. To all, my thanks.

Sincere thanks go to the Danforth Foundation; F. Thomas Clark, Director of the Center for Individualized Education; Ernest G. Palola, Assistant Vice-President for Research and Evaluation at Empire State; James W. Hall, President of Empire State College; Roger H. Trumbore, former Vice-president for Administration at Empire State; and to the College itself for co-sponsoring the study. Without their fiscal, professional, and moral support, again there would be no study.

Thanks go to Dr. George Weathersby for sponsoring my stay at the Harvard University Graduate School of Education where much of the analysis and writing for this report took place.

Special thanks go to Carol Conway, research assistant *extraordinaire*, and currently Associate for Institutional Research at Empire State.

Finally, in no particular order, I wish to thank several other important people. Some, especially my former colleagues from Empire State, made large and regular contributions, while others ensured that a visiting researcher had a good and productive day. The study was enriched greatly by all these people:

Timothy Lehmann, Arthur Chickering, Mercedes Barry, the late Sig Synnestvedt, Pat Lucey, Richard Debus, Herb Wentlott, Virginia Brown, Shiela Stone, Rose Gladney, Bernard Sloan, Bonni Yordi, Jeff Johnson, Susan Rydell, Barbara O'Connell, Mike Morris, Cheryl Mateychick, Margie Kraus, Judy Dober, Judy Dingman, Morris Sunshine, Jeff Westcott, Jack Lindquist, Thomas J. Turley, Alesia Edwards, Carolyn Jenkins, Linda Bradley, Rita Weathersby, Dabney Park, Barbara Barbato, William Craft, Renate Lepehne, Mon O'Shea, Leslie Ceccucci, Victor Montana, Eileen Goldberg, Jean Manning, Janet Jones, Ray Lynch, Ron Kosiba, John Strange, Terrence MacTaggert, John Jacobson, Douglas Kindschi, Carl Arendson, Shirley Bishop, Rhoada Wald, Joan Fitzsimons, Bruce Francis, and Fred Jacobs.

CONTENTS

		Page
	Foreword	i
	Acknowledgements	iii
I.	**Introduction**	1
II.	**A Way to Characterize Individualized Education Programs**	3
	Flexibility in Content	3
	Flexibility in Mode	3
	Flexibility in Place	4
	Flexibility in Evaluation	5
	Flexibility in Time	5
III.	**Common Role Activities for Faculty in Individualized Education**	7
	Degree Program Design	7
	Learning Activity Selection	7
	Learning Activity Monitoring	7
	Learning Evaluation	7
	Advisement	8
	Other Role Activities	8
IV.	**Brief Descriptions of Seven Individualized Education Programs**	9
	1. Metropolitan State University, St. Paul, Minnesota	9
	2. State University System External Degree Program, Florida International University, Miami	10
	3. College IV, Grand Valley State Colleges, Allendale, Michigan	11
	4. New College, The University of Alabama, Tuscaloosa	12
	5. University College, University of Minnesota, Minneapolis	13
	6. The University Without Walls, The University of Wisconsin, Green Bay	14
	7. The College of Public and Community Service, The University of Massachusetts, Boston	15
V.	**A Closer Look at Three Individualized Education Programs**	17
	1. Webster College, Webster Groves, Missouri	17
	2. The Open College, Bunker Hill Community College, Charlestown, Massachusetts	23
	3. Empire State College of the State University of New York, Saratoga Springs, New York	27
VI.	**An Observation on the Role of Faculty in Individualized Education**	35

VII. **Stages in the Development of the New Professional: A Theory** 37

Stage I - Exploration 37
Stage II - Orientation 39
Stage III - Estrangement 40
Stage IV - Personal Confrontation 42
Stage V - Discovery 43
Stage VI - Commitment 43

VIII. **Thoughts on the Stages of New Professional Development** 45

IX. **Personal Models of Behavior for New Professionals** 49

Tutor Styles 49
Facilitator Styles 53

X. **Summary and Final Observations** 55

References 59

Appendices 61

A. Faculty Questionnaire Responses: Webster College
B. Faculty Questionnaire Responses: Bunker Hill Community College
C. Faculty Questionnaire Responses: Empire State College

TABLES AND FIGURES

TABLES

1. Use of Learning Resources: Webster College Faculty p. 19
2. Use of Learning Resources: Bunker Hill Community College Faculty p. 24
3. Use of Learning Resources: Empire State College Faculty p. 29
4. Stages of New Professional Development p. 38
5. Relationship Between Number of Years at Empire State College and Predicted Changes in Mentors p. 46
6. New Professional Styles p. 50

FIGURES

Stages of New Professional Development: A Paradigm p. 47

I. INTRODUCTION

Programs devoted to individualized education are a recent and important feature in American postsecondary education. Appearing especially in the late 1960's and early 1970's, these programs are defined by an educational philosophy that makes paramount student needs and interests as articulated by them in face-to-face discussions with faculty. This philosophy of education has roots in the works of several educational writers of recent years who pointed out problems in postsecondary programs (Jacob, 1957; Sanford, 1962; Dubin and Taveggia, 1968; Feldman and Newcomb, 1969; Gaff and Wilson, 1970, 1971). Also, Arthur Chickering won a national award in 1969 with a book built on the "fundamental assumption that colleges and universities will be educationally effective only if they reach students where they live; only if they connect significantly with those concerns of central importance to their students" (Chickering, 1969, p. 13). However, educational interests alone did not create the large-scale programs and even whole institutions discussed in this report.

The *golden years* (Jenny and Wynn, 1969) had come to an end for independent liberal arts colleges by 1970 and the end was visible for other institutions (Carnegie, 1972; Birenbaum, 1974). This was signalled by declining levels of state and federal support and by a declining enrollment of students from the traditional constituency, high school students going on to immediate full-time education. As a counter to this trend, many institutions and public systems sought ways to attract the *new student*. While there is no precise definition, the *new student* includes part-timers, housewives, working blue and white collar adults, persons seeking vocational training, and others. Creating individualized education programs that allow students to develop personal educational plans is a fairly common strategy for attracting such people. The strategy has apparently worked because the number of *new students* enrolled in individualized education programs is large (Medsker, *et. al.*, 1975).

Individualized education programs can be characterized by the amount of flexibility they allow on five dimensions: content, mode, place, means of evaluation, and time. It is obvious that the flexibility allowed will affect the students' role in their education. Less obvious but equally important are the consequences for faculty. Bradley (1975), Johnson (1975), and Clark (1975) have all made studies of these consequences drawing upon some earlier, less focused efforts (McDonald, 1973; Ralph and Freedman, 1973). This report draws on the previous studies while looking at the faculty roles in ten individualized education programs. The report looks at five categories of role activities: degree program design, learning activity selection, learning activity monitoring, learning evaluation, and advisement. Because several of these functions and the ways in which they are carried out are untraditional, hence unfamiliar, and because they call for different types and combinations of skills and expertise, there emerges a need for a new type of faculty member. Thus, the faculty involved in individualized education are called in this report *new professionals*.

Six months of interviews, questionnaires, observation, and document analysis at several individualized education programs form the primary data base for this report. In addition, there is an undergirding of almost three years of similar study at Empire State College. However, since the scope of the study precluded visits to more than a handful of the many individualized education programs, a few prominent programs such as the Community College of Vermont were left out. But the report does cover a range of dissimilar programs, an aim of the study. The following are the ten programs described in this report: Metropolitan State University, St. Paul, Minnesota; The State University System External Degree Program, Florida International University, Miami; New College, The University of Alabama, Tuscaloosa; College IV, Grand Valley State Colleges, Allendale, Michigan; University College, The University of Minnesota, Minneapolis; The University Without Walls, The University of Wisconsin, Green Bay; The College of Public and Community Service, University of Massachusetts, Boston; The Contract Center and Master of Arts (Individualized), Webster College, St. Louis, Missouri; The Open College, Bunker Hill Community College, Charlestown, Massachusetts; and Empire State College of the State University of New York, Saratoga Springs, New York.

The report is organized into several parts beginning with a discussion of the five flexibilities: content, mode, place, evaluation, time. The next section looks at five elements common to the overall *new professional* role in individualized programs. Ten programs are described in the third section. The flexibilities and elements of the resultant faculty role provide the frameworks for this section. Seven of the programs are dealt with briefly, while three — Webster College, Bunker Hill Community College, and

Empire State College -- are discussed in some detail. The fourth section traces stages of development that *new professionals* seem to go through as they adapt to their role. The report concludes with a section on faculty styles, how *new professionals* relate to their role, and some final observations.

The *New Professional* report is primarily descriptive in the early sections on the ten programs visited. There is little direct comparison and hence, few tables, though any reader can see differences between programs by examining their characteristics on similar dimensions. The decision to avoid direct comparisons among programs was made because most programs have developed in response to entirely different environmental conditions. Sometimes options are not part of a program simply because they are readily available elsewhere. Thus, the program descriptions are essentially independent of one another while the theoretical ideas at the end of the report provide a synthesis of the findings across the ten programs.

Individualized education is already a visible part of the postsecondary education landscape. There are now two and four year programs throughout the country in both the public and independent realms which serve thousands of students. Though there is an apparent stabilization in their growth, an assumption of this report is that these programs are only the beginning of an emergent, diverse movement that will have far-reaching implications for all postsecondary education. This assumption is grounded in my own observations and conversations plus those of several commentators on the postsecondary educational scene (Gould and Cross, 1972; Cross and Valley, 1974; Vermilye, 1972, 1974, 1975; Medsker *et. al.*, 1975). As the individualized education movement gathers momentum, the contributions of the early *new professionals* will be recognized.

II. A WAY TO CHARACTERIZE INDIVIDUALIZED EDUCATION PROGRAMS

Though the simple definition of individualized education — meeting student needs as articulated by them in face-to-face discussions with faculty — applies to all programs, it is about the only encompassing characteristic. No two individualized programs are the same, and indeed, few are similar. However, patterns appear when one scans five dimensions of flexibility: content, mode, place, evaluation, and time.

Flexibility in Content

The most elemental distinction among individualized programs is in content: How much flexibility in designing a degree program is a student allowed? Few, if any, programs are fully individualized. That is, there are always some restrictions. For example, at Empire State College where restrictions on individualization of content are small, a student's program still must contain both a concentration and enough liberal arts studies to meet the broad requirements of the five undergraduate degrees offered: twenty-five percent liberal arts for the Bachelor of Professional Studies (BPS) degree, fifty percent for the Associate (AS) and Bachelor of Science (BS), and seventy-five percent liberal arts for the Associate (AA) and Bachelor of Arts (BA). The degree program concentration must also be in an area where the College has state authorization. This precludes work in such areas as agriculture and professional nursing. However, within these broad guidelines, Empire students essentially are free to design an individualized degree program upon consultation with a faculty mentor. After approval by a committee of mentors and the Office of the Vice-President for Academic Affairs, the degree program is in effect. The over thirty University Without Walls units around the country provide similar and, in some cases, greater freedom.

Another aspect of flexibility in content relates to experiential learning. Increasingly, colleges and universities are providing options for students to elect part of their degree program work outside of the classroom and in the oft-mentioned *real world*. Many programs also allow students to transfer in such credits if they can demonstrate learning from prior experiences. A national network of institutions interested in this area, the Cooperative Assessment of Experiential Learning (CAEL), is now an active force in postsecondary education. Where five years ago, only a handful of institutions allowed students to transfer credits from anything other than a formal transcript, now hundreds do.

A third aspect of flexibility in content relates to options within a degree program. For example, at Empire State College, a student might choose to study human development. Within this area, the student is allowed great flexibility. The Bachelor of Liberal Studies program at State University of New York College at Brockport provides similar flexibility within a classroom-oriented setting. However, in some institutions, once the degree program is selected the curriculum is much more prescribed. Overall, flexibility in content is clearly a key aspect of the individualized education movement and a dimension on which to characterize programs.

Flexibility in Mode

The second dimension of individualization is in mode. Options range from allowing students to use only one form of learning activity (e.g., classes) to several at once. Below is a *glossary* listing of some of the more common options.

Classes — While classes by themselves are not individualized, allowing students to package several classes in unusual ways to meet particular needs is a way of individualizing the mode of study. Many institutions throughout the country have this option.

Learning Contracts — Learning contracts are an agreement between the student and advisor that packages several learning activities. They generally have four major parts: a brief statement of a student's general objectives, a statement describing the specific objectives within the general framework of the particular contract, a listing of learning activities to be pursued, and a description of the criteria

and means of evaluation. The amount of credit to be awarded and planned ending time are also listed on the learning contract.

Internships — Internships are a type of fieldwork in which a student undertakes certain work responsibilities in an agency. For example, a student interested in mental health work might serve in an apprentice capacity for two or three months with a professional therapist. Usually the student must demonstrate learning through a paper, a journal, or some other tangible product.

Work-Study — This option, as defined here, is similar to internships but involves using a person's normal employment as the vehicle for learning. It is a common mode in programs involving adults.

Clinical Education -- This term relates to use of the case study, gaming, and simulation methods of teaching. The latter, especially, can be used to individualize a student's program. For example, *SIM-SOC* is a computer-oriented simulation for teaching sociology. It can be used by groups or individuals at whatever pace they wish, and is a readily accessible tool in the Bunker Hill Community College Learning Center as well as in other places.

Learning Modules — Modules are written packages of learning activities. Some cover small amounts of material (such as the College IV, Grand Valley State College's modules that are as short as one-half credit) while others may be equivalent to a semester's work (such as several at Empire State College). While covering specific content areas, modules tend to present a range of options for mastery.

Correspondence Courses — The variety of courses that can be taken by mail is enormous, ranging from radio repair to advanced philosophy. However, the content within the courses tends to be prescribed.

Television/Radio — The Open University in England and the new University of Mid-America are recent examples of institutions that encourage television and radio as a mode for learning. However, both media have been options in such institutions as New York University and the University of Michigan for many years. The possibilities for these media are enormous, but they remain largely untapped.

Only a few institutions allow use of several of these modes in pursuit of a degree, though many allow one or more. The number and variety of modes available to students thus provides another way to characterize the amount of individualization in a program.

Flexibility in Place

Until recently, few institutions allowed study off-campus. Then through internships and other experiential options, many institutions opened up. Now it is common for an undergraduate to spend a fair portion of time off-campus.

There seem to be four levels of individualization in terms of flexibility of place. First is no flexibility: all studies must be carried out on-campus. This situation is becoming somewhat rare. Level two is where students are allowed or even encouraged to spend a term or a year off-campus. Junior-year abroad programs were among the early examples of this pattern. With hundreds of foreign and domestic study programs now available often through consortial arrangements among institutions, this level of flexibility of place is now common indeed.

A third level features a short residency annually with the major portion of studies being carried out off-campus. For example, Nova University's National Ed. D. Program for Educational Leaders involves clusters of students in various parts of the nation who attend regular meetings in or near their hometowns through most of the year. However, for two weeks in the summer, students go to Nova's home base in Ft. Lauderdale, Florida for a national workshop. Other similar programs are Syracuse University's University College, and Walden University.

The fourth level of individualization on the dimension of flexibility of place involves students doing their entire degree program wherever they want. The units of the University Without Walls allow this option. Empire State College provides similar flexibility within New York State. Also, College IV of the Grand Valley State Colleges has utilized along with its program facilities in Allendale, Michigan, a mobile unit to travel on schedule from town to town.

Flexibility in Evaluation

Developments in the areas of evaluation are important to the goals of individualized education. In fact, without the widespread acceptance of two means of assessment, there might be no individualized education movement.

College Level Examinations of Proficiency (CLEP) — In recent years, the CLEP tests given in centers around the nation by the Educational Testing Service have become a major means for people to demonstrate proficiency in both general and specific content areas. Oriented to adults, CLEP allows someone to gain advanced standing for learning that may have occurred anywhere. Several hundred institutions now accept CLEP scores for college credit.

Portfolios — Perhaps without CLEP, the use of portfolios would never have become widespread. CLEP made many aware that there are people who have acquired college-level learning through non-traditional means. But the tests, like all standardized instruments, have shortcomings: they are content-specific, limited in areas covered, and frighten some people. Thus, the use of the student-developed portfolio has come into fashion.

A portfolio is generally a document developed by a student in consultation with one or more faculty members. It presents evidence of learning in the form of transcripts, letters from experts, actual student products (e.g., papers, art work), and the like. For example, a student claiming knowledge of piano might place in the portfolio a letter from his/her teacher that tells in precise terms how well the student plays. The institution then evaluates this demonstrated prior learning in light of the student's degree goals and institutional rules and makes a credit award.

An advantage of the portfolio technique is that it is flexible enough to allow a variety of presentations. Thus, portfolios are often the cornerstone of an individualized program. For example, at Empire State College where the large majority of the primarily adult student body applies for and receives advanced standing, the portfolio and degree program approval process are often congruent. That is, the amount of advanced standing is dependent upon the degree program chosen and vice versa. Problems with the portfolio technique include the heavy weight of time and responsibility often placed on faculty plus the difficulty in making consistent credit awards.

Other Forms of Individualized Evaluation — The other forms of evaluation are not as important as CLEP or the portfolio for the overall development of individualized education. However, some deserve mention.

Contract learning, internships, work-study, and some of the other individualized modes often do not lend themselves easily to such evaluation means as tests and quizzes. Research papers and themes are commonly used, just as in the classroom. But other techniques also abound. For example, some faculty find that audiotapes, where students describe their learning, are effective. Occasionally, an outside test (e.g., CLEP) is used. If the student has learned a skill, demonstration might be considered appropriate. Some faculty find helpful the use of interviews with students perhaps to discuss a daily journal of observations pertinent to the content. Overall, just as with all aspects of individualization, the means of evaluation selected depends upon the particular learning involved. Evaluation is individualized.

Flexibility in Time

Suggesting that people learn at different rates is not heresy, but, until recently, rare was the institution that formally recognized the truism. No longer is lock-step so prevalent. Flexibility of time is the fifth dimension characterizing individualized education programs. Again, there seem to be levels.

The first level is no flexibility in time. Here students begin the term together, progress at the same rate, and finish together. Those who fall behind have a serious problem.

The second level of flexibility in time allows students to work at their own pace but have some fairly set expectations. For example, when a student undertakes an independent study project at Bunker Hill Community College or Webster College, the general expectation is that he/she will finish by the end of the term. Within that framework, when the student does the work is a matter of personal preference.

A third level is exemplified by institutions that allow students to study on their own schedule; not a term framework. The students generally use learning contracts. Work is specified, credit to be earned is specified, and target completion date is specified. However; for any number of reasons, work sometimes is not finished on schedule. For example, one faculty member at College IV of Grand Valley State Colleges noted that in the majority of instances, students complete work late. Statistics at Empire State College where students also have the option of committing to twenty or forty hours of study per week indicate a similar pattern (Office of Research and Evaluation, 1975).

These five dimensions — flexibility in content, mode, place, evaluation, time — are the key to understanding the differences in individualized education programs. Later sections discuss several programs (some of which are entire institutions) in terms of their history, the flexibilities, and the resultant role of faculty.

III. COMMON ROLE ACTIVITIES FOR FACULTY IN INDIVIDUALIZED EDUCATION

The differing levels of flexibility on the five dimensions discussed in the preceding section lead to a complex array of faculty roles in individualized education. Several unique roles are described in subsequent sections. However, cutting across the eccentricities of the various programs are some common role activities for *new professionals*. Regardless of the program, these activities always take place: degree program design, learning activity selection, learning activity monitoring, learning evaluation, and advisement.

Degree Program Design

Helping students design an individualized degree program is often the first role activity for faculty in individualized education. In some programs, single faculty are heavily involved in this activity, meeting often face-to-face with students to discuss goals and objectives and their achievement. In other programs, several faculty share this task. Still another possibility is for certain faculty to specialize in degree program advisement to the exclusion of other role activities.

Degree program design may also include helping students develop a portfolio that documents evidence of prior learning for advanced standing. Naturally, an approved degree program is difficult until the advanced standing is determined which explains why these role activities are intertwined. The degree of faculty involvement varies widely from program to program. In some, there are specialists; while in others, regular faculty do the primary advisement.

Learning Activity Selection

A second part of the faculty role is helping students select specific learning activities that will together achieve the goals and objectives as articulated in the degree program. A common mechanism used is learning contracts. They are written documents that identify what will be done by the student to accomplish specified ends, and how the activities will be evaluated. In a few other individualized programs, the faculty task is to help students choose appropriate courses or modules. In many programs, helping students with learning activity selection is the only aspect of the individualized education program in which some faculty become involved.

Learning Activity Monitoring

As students carry out learning activities, they meet periodically with faculty to discuss their problems and progress. Sometimes the faculty who carry on this monitoring function are specialists working with the student for one learning activity only. In other programs, a single faculty advisor or mentor tends to monitor all learning activities. In a few programs, students have both a long-term monitor and specialist tutors who help them over particular hurdles.

Learning Evaluation

Evaluation of students in individualized education is sometimes no different from traditional kinds of programs, while in others the task is complicated for faculty. For example, if the program simply requires grades, evaluation is often a straightforward term paper or test. However, some individualized education programs have narrative transcripts that require as much as two to five pages of detailed evaluation after every contract. Faculty conduct and prepare these evaluations.

Another aspect of learning evaluation is on portfolios for advanced standing. Faculty tend to be involved in two ways in this aspect of the role: as members of committees that review completed portfolios, and as experts who personally review students and then provide letters that document the level of learning.

Advisement

The one-to-one conversations with students in individualized education provide an opportunity for four types of advisement to take place: educational advisement, vocational advisement, helping with *red tape*, and personal counseling. Educational advisement involves listening and talking with students about future educational plans. These discussions often include discussions about vocational concerns: problems with a current job, interest in a new job, etc. The third type of advisement, helping with *red tape*, reflects the complexity of certain individualized education programs and the faculty advisor's position as the person best known by students. Fourth, almost as a natural outgrowth of the close relationships between faculty and students, discussions about personal matters take place. While only a few faculty feel comfortable with the advisement aspects of their role in individualized education programs, most agree that they are inescapable.

Other Role Activities

As in any educational program, faculty perform other functions: involvement in governance, involvement in planning, participation in student orientation, and the like. Except where these activities are unusual, this report ignores these functions since they do not help describe the unique aspects of the *new professional* role. However, any study that seeks to focus on one program should not ignore these areas. All are important to understanding the promise and problems of particular individualized education programs.

The next sections describe several programs, their individualized components, and the resultant faculty role. While all have similarities, no two are identical.

IV. BRIEF DESCRIPTIONS OF SEVEN INDIVIDUALIZED EDUCATION PROGRAMS

This research project involved visits during 1975-1976 to several programs that, in one way or another, are *individualized.* All the programs allow several of the flexibilities discussed in the previous section.

The following descriptions of seven programs are cursory. However, they should give the reader a sense of the diversity in individualized education.

1. Metropolitan State University, St. Paul, Minnesota (Metro U)

Metro U was established in 1971 as Minnesota Metropolitan State College to serve community college graduates and other residents of the Minneapolis-St. Paul area who can demonstrate two years of postsecondary education or its equivalent. The institution received full accreditation in 1975. It has around 1,000 students, 300 part-time community faculty who are paid on a fee-for-service basis, and a core group of over 20 permanent faculty, who may be on full-time or part-time appointment. Metro U is highly individualized for students and provides much flexibility in content, mode, evaluation, and time as well as some of place.

Flexibility in Content — The students at Metro U make a detailed educational plan during the Individualized Education Planning Course (IEPC) which all students take after enrollment as degree-seeking students. The IEPC and resultant plan help students to analyze what they know and want to know, and to identify the resources that meet their educational needs. In addition, IEPC familiarizes students with the nature of competence-based education which requires specific demonstration of a 'earning outcome. While content options are broad within the general constraints of the BA, most students focus educational plans within Metro U's three Academic Conferences: Arts and Sciences, Human Services, and Business and Public Administration. Students complete IEPC by passing a test that demonstrates an understanding of competence-based education and by having an educational plan approved that spells out their goals; the learning methods they will employ; and the evaluation criteria to be used in determining whether the goals are achieved. Students may modify the goals after IEPC should they find that their original aspirations have changed.

Flexibility in Mode — In designing their educational plans, students have a wealth of learning resources to draw upon: courses offered by permanent faculty, courses offered by community faculty (e.g., a director of a social service agency might offer a course in that field), internships, independent study and the like. Metro U maintains accessible and understandable catalogs of such possibilities. Another aspect of this flexibility is for a student to request assessment of non-sponsored learning that comes from prior employment, volunteer work, community services, etc.

Flexibility in Place — Metro U offers courses in churches, businesses, clubs, community centers, and schools throughout the Minneapolis-St. Paul area. Students are also encouraged to take advantage of community-based learning opportunities and other opportunities offered by postsecondary educational institutions. Thus, the student is not required to come to a single location. However, some students elect classes as their major learning mode, and as noted by a staff member: "It is now very difficult to impossible for students from outside this immediate area to come and study here because they need to be able to get to the courses." Thus, flexibility of place is limited somewhat for students who prefer the structured classroom environment.

Flexibility in Evaluation — Evaluation is done in terms of achievement and demonstration of the competences set out in the approved educational plan. The possibilities are broad. However, the increasing use of courses taught by permanent and community faculty is putting a *de facto* limitation on the actual flexibility of evaluation used. As one staff member noted: "We are no longer constantly re-

inventing the wheel here." Evaluation is often straightforward since the assessment procedures are written in the course descriptions. However, students may always negotiate alternative evaluation methods with the faculty.

Flexibility in Time — Students can begin at Metro U throughout the year. If the student does not get involved in classes, he/she may move at any pace. However, if students elect classes, the overall flexibility of time is reduced.

Faculty Role — The Metro U faculty role has changed considerably in the past few years. Originally, all were expected to advise forty students on how to design an appropriate educational plan and then tap the resources. This was in addition to other duties: governance, curriculum planning, etc. However, while permanent faculty members still teach degree program planning (IEPC), they now take turns. The reason for this change was mentioned forcefully by one faculty member: "IEPC eliminated an intolerable burden. Now we only occasionally meet with students to change their program a bit and I can handle sixty advisees easily."

During IEPC, faculty meet with students individually and in groups to hammer out a personal educational plan. This sometimes leads to the kinds of advisement discussed in an earlier section. The planning, monitoring, and evaluation of specific learning activities — courses, internships, etc. — are handled mostly by permanent faculty not involved in IEPC during the quarter. These faculty generally do not become involved in a great deal of one-to-one conversation and report only a modest amount of involvement in advisement.

Certain important functions of permanent faculty do not directly involve them with students. These functions include recruitment, screening, orientation, and evaluation of community faculty. Permanent faculty also plan, review, and coordinate all University-sponsored learning activities. This may involve helping community faculty; identifying and tapping into community agencies willing to sponsor interns, etc. Thus, the Metro U faculty role is fairly comprehensive over time, and for any given *new professional* involves degree program planning in IEPC, learning activity planning of courses, learning activity monitoring while teaching courses, learning activity evaluation in courses, and advisement in IEPC.

2. State University System External Degree Program, Florida International University, Miami (FIU)

The State University System External Degree Program, administered by FIU, an upper-division public institution founded in 1972, is a self-directed, largely off-campus learning opportunity for Florida residents. Students receive baccalaureate degrees through a combination of credits earned through demonstrated prior learning, equivalency testing, independent study and regular courses at any college or university in the state. It has 150 enrolled students served by two full-time and over twenty part-time faculty. There are also over 400 graduates. The program features flexibility in content, mode, time, and evaluation, though with some impingements.

Flexibility in Content — Students in the External Degree Program begin by having conversations with the program advisor who directs them to an appropriate FIU faculty member, an expert in their probable major field. These faculty then help the student design an educational contract that incorporates their learning with work that they must do to earn a degree. There are numerous areas of concentration available for students within the bachelor of arts, science, or business administration framework. The three areas most often chosen now are criminal justice, social work, and health science.

Flexibility in Mode — There is no classroom instruction requirement but "most students can expect to take two, or three, or four courses," according to one faculty member. Other options commonly chosen include internships, independent study, and, for assessment of prior learning, the CLEP examinations. There is no maximum credit award for advanced standing in this program though no one has yet received a degree without some study with FIU.

Flexibility in Place — The External Degree Program at FIU expects some day to operate throughout Florida. However, to date, budgetary restrictions have kept it confined largely to the Miami area.

Flexibility in Evaluation — Students and faculty use a variety of evaluative mechanisms depending upon the mode and content involved. Such uncommon means as audiotapes and daily journals were mentioned. A few faculty use oral examinations on a regular basis, something not common at many of the programs visited. Often the opinions of other faculty members regarding student performance are used to supplement the faculty advisor's judgment.

Flexibility in Time — Excluding the classroom work, there are no formal time constraints. Educational contracts are applicable for one calendar year.

Faculty Role — The role of faculty advisor in the FIU's External Degree Program is fairly comprehensive. After the initial meeting with a full-time staff member of the External Degree Program, the student meets with an FIU faculty member with expertise in the expected concentration area. From this point on, the student's entire degree program is the responsibility of this faculty member, including evaluation of past learning, advisement, design of a degree program, selecting contract learning activities, plus monitoring and evaluating this work. There is less direct review of faculty judgments than in any other program visited. Faculty at FIU generally carry out their responsibilities to External Degree Program students in a series of one-to-one conferences. This may involve much time and may be considered overload to regular classroom duties. In part because of this, the External Degree Program now formally pays the salaries of persons in selected departments which helps ensure that External Degree students will receive priority attention. However, other faculty who work with External Degree students also receive pay. An FIU faculty member summarized the overall process this way:

> The External Degree advisors send the students to me. I then meet with them about twice a week for an hour or so until their educational contract is put together. This includes putting together a portfolio which I generally evaluate. Once a student is earning credits, we get together much less often.

3. College IV, Grand Valley State Colleges, Allendale, Michigan

College IV opened in 1973 as an alternative approach to higher education for those previously not well served. It currently provides educational services primarily in the arts and sciences, but in a way not offered in the College of Arts and Sciences at Grand Valley State Colleges. College IV has about 250 to 450 students in any given ten-week period, though most are from other Grand Valley Colleges who are using College IV as a "service" unit. A change to a professional/vocational oriented curriculum is imminent.

Flexibility in Content — There is modest flexibility in content at College IV within the constraints of the liberal arts. Students package together programs from the many modules available, about 500. Also, students can easily cross over to other Grand Valley colleges.

Flexibility in Mode — College IV has the mechanisms for great flexibility — modules, courses, learning contracts — but most students do not take full advantage of them. Students use modules more often than learning contracts, which have a potential for employing a greater variety of learning activities. The several hundred modules generally are prescriptive and short. They carry such titles as *Linear Systems* (.5 cr.), *Indian Heritage* (.5 cr.), and *Personality Psychology-Jung* (.5 cr.). Courses are also used heavily.

Flexibility in Place — Students enrolled in College IV have great flexibility in choosing a place to do their work. Most modules can be completed anywhere.

Flexibility in Evaluation — For the few people who elect learning contracts, there is great flexibility in evaluation. However, in the modules, there is little. To pass, one must obtain a ninety percent score on a test. The tests employ both essay and short-answer questions.

Flexibility in Time — There is much flexibility of time at College IV. In fact, one person noted that "procrastination is our biggest single problem. We let students go at their own pace and some never seem to finish a module." Only in courses is a rigid schedule maintained.

Faculty Role — College IV faculty serve first as tutors, next as curriculum producers, and third as discipline experts, according to a recent study (Heidinger, 1974). These are uncommon descriptions in comparison with the other programs discussed in this report. College IV deals primarily with the teaching of content, and this sets off its program as different. This is exemplified by a response to an interview question about how much educational and vocational advisement is done by faculty. One responded: "Ten percent is probably a liberal estimate. That is all done by full-time counselors. Our job is to teach."

More specifically, College IV faculty write modules, run seminars in conjunction with the modules, and tutor (aided by student assistants). Occasionally, they also sponsor a student on a five to fifteen credit learning contract, usually done off-campus. Thus, they are involved heavily in learning activity monitoring. There is a minimum of involvement in degree program planning since this area is prescribed to a great extent at College IV. They are involved in evaluation only to the extent that they develop tests for the modules and sometimes grade them. However, this is a summative activity, unlike the formative evaluation of most individualized program faculty roles. In 1977, a curriculum change brought professional/vocational modules. This added an additional challenge for the essentially liberal arts-trained faculty.

4. New College, The University of Alabama, Tuscaloosa

"New College is a bridge between the traditional and the non-traditional," says a staff member. New College is small in numbers (approximately 200 students representing a cross-section including a wide range of abilities, ethnic origins, ages, and life styles), flexible in structure, and personal in approach. In addition, New College has 150 more students enrolled in a relatively new External Degree Program for adults. From its beginning in 1970, New College has had a dual purpose: (1) to create an opportunity for a highly individualized education which enables students to draw from the resources of all University classes and faculty; and (2) to serve as an experimental unit with expectation of exporting successful innovations to other sectors of the University.

Flexibility in Content — New College allows a student much flexibility in the area of content. A student meets with his or her New College faculty advisor and contract-advising committee, and then, drawing from the 3,500 undergraduate courses taught at the University, decides on the curricular plan best suited for his or her individual needs. This curricular plan for one's B.S. or B.A. degree is written into a learning contract. Another contract is used when a student participates in an out-of-class or off-campus learning experience for academic credit. New College offers six interdisciplinary, problem-focused seminars, two each in the humanities, the social sciences, and the natural sciences. These small seminars help to insure that a student will have exposure beyond his or her depth study (or major area of study).

Flexibility in Mode — Great flexibility of mode is visible in the six small interdisciplinary seminars taught by New College's faculty. Independent study is available but much work is done on campus in standard University classes. Thus, New College is as flexible in these areas as a student chooses it to be.

Flexibility in Place — New College strongly encourages students to undertake a semester or longer in off-campus study. Many take advantage of this opportunity. However, most study takes place in Tuscaloosa.

Flexibility in Evaluation — One of the more marked departures of New College from traditional educational approaches involves program and student evaluation. Along with the New College commitment to innovative and individualized education, there is a basic commitment to evaluate these efforts in an appropriate way. Students are involved in the evaluation of their performance and progress as well as the performance of the entire New College program. In New College courses a student discusses his/her performance with the instructor and arranges possible procedures for evaluation. These may include traditional course gradings, course grade through the use of the pass/no pass credit system, advanced placement examinations for degree credit, proficiency examinations conducted by outside examiners through the College Level Examination Program, and the possibility of credit for demonstrated prior learning experience. Each seminar is evaluated, the student's opinion of the seminar and the instructor is considered, and the seminar's impact on the student is weighed. The New College test battery, taken when a student enters New College, and then once each succeeding year, uses nationally recognized tests as a meaningful profile of student values, attitudes, and concerns. Finally, a follow-up study of New College graduates is conducted which gives information about the value of the New College program from the retrospective view of the graduate and provides a basis for comparison of New College graduates to other educational programs in terms of success in job attainment, post-graduate studies, etc.

Perhaps the most unique evaluation program in New College is the Growth Contract for each faculty and staff member which works on the premise that faculty and staff members are in a co-learning relationship with students. The growth contracts include the following areas of development: specific goals and plans for improvement in the teaching-learning process, plans for growth of a professional nature, particular obligations to New College, matters related to personal growth and development, and other kinds of growth concerns. Growth contracts are revised yearly, and each faculty or staff member shares his or her contract with a colleague or with the Dean.

Flexibility of Time — Except for the contracted independent studies, New College operates primarily within restraints of a traditional academic schedule.

Faculty Role — Besides teaching the required seminars, almost all New College faculty teach courses in the University as members of traditional departments. In addition to the resultant frustrations of trying to be interdisciplinary, New College faculty meet often one-to-one with students in all forms of advisement (academic and personal) and in designing learning contracts, and they meet with students in groups for a variety of orientation activities. Thus, their role is a most complex and demanding one.

5. University College, University of Minnesota, Minneapolis

University College was created in 1930 and charged with aiding students in developing unusual majors. It continues as an exciting experimental branch of the University granting B.S. and B.A. degrees. There are multiple options within University College, two of which will be discussed here: the Office of Special Learning Opportunities (OSLO) and the University Without Walls (UWW).

OSLO provides opportunity for undergraduates to pursue learning opportunities outside of the classroom. Several thousand students use OSLO every year.

UWW is a smaller program serving mainly off-campus adults. Approximately 300 students are currently enrolled.

Flexibility in Content — Both OSLO and UWW provide great flexibility for students to select content options. While OSLO tends to operate on a micro-level (i.e., a course or perhaps a semester of individualized content), the UWW program allows the student to design his/her entire program.

Flexibility in Mode — OSLO assists students in selecting alternative modes such as: "Y" registration which allows independent work on traditional content without attending classes; "X" registration

which allows a student to go beyond the scope or depth of a class; interdepartmental directed study which is essentially a one-course learning contract; directed instruction which involves a student as an assistant teacher; directed study which is a learning contract that allows students to explore an area outside the normal curriculum; cooperative education which is an agreement with a business or governmental agency that allows a student to combine work and study for credit; field experience learning that allows the student to have an off-campus experience, applied research, or direct research opportunity for credit. The UWW unit provides an equal or greater number of mode options.

Flexibility in Place — OSLO provides options for a semester or year's flexibility of place. The adults in UWW, on the other hand, often live hundreds of miles from Minneapolis and seldom come to the campus. They have maximum flexibility of place.

Flexibility in Evaluation — In both OSLO and UWW, there is potentially great flexibility in evaluation. However, both programs use normal faculty in the University for evaluation, and recent evidence indicates that the flexibility may be limited (*Proposal*, 1976). That is, the faculty evaluators may be using the same evaluative instruments on the students pursuing individualized content and modes as on the students in their classes. One area where there is much individualization is in assessing prior learning. This is done as an integral part of a portfolio which, in UWW, is a document summing up the entire degree program of a student.

Flexibility in Time — In OSLO, most students work under traditional semester time considerations. In UWW, students have flexibility to begin and finish whenever they want.

Faculty Role — A recent proposal from UWW at University College suggests that "the increasing legitimation of individualized forms of learning for students has not been accompanied by equal legitimation of faculty involvement in such activities" (*Proposal*, 1976, p. 2). This suggests a problem: the precise role of typical University of Minnesota faculty in relation to University College is unclear. Hundreds become involved every year, but their primary loyalties and responsibilities are elsewhere. However, there is a stated role which follows: "for each project designed by a student and faculty member together, there will be a written contract, the department chairperson will review the contract, any changes will be reviewed by those people, and the faculty will evaluate and report on the work of the student." Thus, overall, degree program design, learning activity design and various types of advisement in University College are handled by a specialist professional staff at the UWW of University College. They meet one-to-one with students and help with the broad academic decisions. The University College faculty then arrange for other University of Minnesota and community faculty to take over with detailed project planning, monitoring, and evaluation. During this process students periodically check back with UWW advisors to review their portfolio (i.e., degree program). During these sessions, advisement situations are common. When the portfolio is finished it is evaluated by a UWW advisor and faculty team.

6. The University Without Walls, The University of Wisconsin, Green Bay

The UWW's at Green Bay and Minnesota are similar but different. Most important, from the beginning the Green Bay program has been closely affiliated with the norms of the sponsoring institution. The outcome of this is a student credit hour coinage and a large number of learning contracts that are similar to independent reading courses. The program has 120 students, two program advisors, and since its inception, has involved 100 of 180 UWGB faculty. In any given semester, approximately 30-40 faculty will sponsor student learning contracts.

Flexibility in Content — Students may elect a great range of things through UWW and do. Though this is perhaps a somewhat conservative UWW, there are still many exciting and innovative learning activities underway: studying the possibilities for and designing space colonies and underwater communities, production of a musical for the Public Broadcasting System, a revival of the Norwegian heritage of Wisconsin including research studies, exhibits, and cross-cultural projects.

Flexibility in Mode — The learning contracts used by UWW allow utilization of almost any learning resource. UWW students are involved in work-study internships, research, independent study, interdependent learning groups spontaneously formed by students, and the like.

Flexibility in Place — Many students of the UWW at Green Bay live several hundred miles away from the campus. Some are incarcerated. Others are from Green Bay itself and often build classes into their programs. Overall, there is great flexibility in place.

Flexibility in Evaluation — Several evaluative techniques are in use: journals, presentations, oral interviews, a regional plan as a product, etc. Thus, there is much flexibility though the program generally uses traditional faculty.

Flexibility in Time — The UWW structure calls for students to pace themselves. Therefore, there is much potential flexibility. However, because many elect course work in the normal UWGB curriculum, constraints sometimes exist on pace.

Faculty Role — Specialized UWW-Green Bay advisors assist in the general orientation of students, in advisement, a goal identification process, in the degree program design process, and in the development of an academic major. They also sponsor a variety of seminar-like courses and gatherings. Other University of Wisconsin-Green Bay and community faculty, then, are left to be instructors, monitors, and evaluators of student learning. Much learning might have occurred before arrival at Green Bay, and the faculty also assess prior learning so that advanced standing can be awarded. Overall, no faculty member plays a comprehensive individualized role except, perhaps, when a student wants to work directly with a UWW faculty advisor in that person's specialty. Instead, as in many of the programs described in this paper, the essential faculty functions are split among several people for a given student.

7. The College of Public and Community Service (CPCS), The University of Massachusetts, Boston

CPCS began in 1973 as a competency-based pre-professional and liberal arts program. The college is urban oriented and its 575 students reflect a broad mix of socio-economic and experiential backgrounds.

Flexibility in Content — CPCS provides flexibility in content within certain clear guidelines. There are three career centers — Community Change and Housing, Human Growth and Development, Legal Education Services — one center focusing on general education and the liberal arts, and a Center for Applied Language and Mathematics. Students also must demonstrate competency in essential skills (i.e., writing, speaking, reading, mathematics). Within these areas, there are competency areas that must be met, but how this is accomplished is somewhat flexible. Currently, CPCS offers twelve certificates through the curriculum centers. Each certificate describes the various competencies required, the performance expected, and the standards of evaluation. In addition, students can design their own certificates subject to the approval of the faculty. A Bachelor of Arts degree is awarded on completion of ten certificates: three in the essential skills, one career certificate, five from the general centers, and one independent interest certificate.

Flexibility in Mode — There is much flexibility in the mode of study in CPCS as the program evaluates competency only, not how it was attained. Thus, students utilize classes within or outside of the program, independent study, and a variety of experiential options, many of which are identified by CPCS's Office of Cooperative Education.

Flexibility in Place — There is little flexibility of place as all students live in the area. The additional need for fairly regular contact with faculty also mitigates against great flexibility in this dimension.

Flexibility in Evaluation — Though competency certificates are fairly specific with regard to what is assessed, there is often some flexibility on the methods or settings in which competency can be demonstrated. CPCS uses certificate evaluation teams which have on them two or more people, at least one of whom is a faculty member. The teams sometimes negotiate alternative means of evaluation to the written or oral examinations mentioned on most of the certificates. Some of the alternatives include written reports, a portfolio of writings, annotated bibliographies, reference letters from outside experts, analyses of experiential projects, on-site evaluations, role-playing seminars and the like. Evaluations of competencies acquired prior to enrollment are based on evidence gathered during the Assessment Program, a seven week process integrating identification of prior competence, development of learning plans, and exposure to the curriculum. Evidence of competence can take many forms including, in some cases, grades in previous courses, verification of competence by outside instructors or agencies, etc.

Flexibility in Time — Students may begin CPCS at the beginning of set terms. They may finish all or part of the program at any time by asking for a faculty evaluation of a competency.

Faculty Role — CPCS faculty perform many roles, some of them specialized within the program. To date, the biggest task has been curriculum development since competencies needed definition and operationalization. One person thus described the role as being a "floating agent of change." Another major aspect of the role is helping students with degree program planning. This generally means one-to-one meetings in which the faculty member helps a student choose among various prescribed options. It is at these times that students tend to bring up concerns requiring advice.

Another important part of the CPCS faculty role is evaluation. Faculty serve regularly on certification evaluation teams which meet as a group with students in personal conferences, or which utilize the range of impersonal evaluative tools: tests, papers, etc. Finally, the faculty teach seminars in competency areas and help monitor student progress with occasional one-to-one conferences. Overall, the role of faculty at the College of Public and Community Service at the University of Massachusetts, Boston is comprehensive, with people involved in all aspects of the role.

V. A CLOSER LOOK AT THREE INDIVIDUALIZED EDUCATION PROGRAMS

The preceding section describes the individualized dimensions of seven programs in which documents were inspected and interviews were conducted in 1975 and 1976. This section follows a similar format describing three diverse programs which have significant individualized components: Webster College, Bunker Hill Community College, and Empire State College. In addition to the interviews and document analysis, a faculty questionnaire was administered at these institutions, so a more detailed response was possible. These programs were selected for focus not only because they have many interesting elements, but also because they represent different sectors in postsecondary education: an independent liberal arts college, a public community college, and a public four-year college of arts and science.

1. Webster College, Webster Groves, Missouri

Webster College, like many undergraduate, independent, liberal arts colleges, faced a dire financial picture during the sixties. Deficits were large, and the prospects for improvement as a small, Catholic women's college seemed dim. The College's response was to become secular and co-educational and to develop undergraduate and graduate individualized options. In fact, three of Webster's stated institutional goals now are:

1. To provide educational programs which allow students to select from an array of alternative offerings, field experience, and independent study in multiple combinations to achieve the best educational fit for each student's particular talents and goals.

2. To provide for individualization in counseling, instruction and educational programming which meets the needs of the student body with a great range in age, abilities, interests, needs, aspirations, and aptitude for academic study.

3. To provide an environment in which individuals are accepted for their own worth and integrity without attempting to cast them into a pre-figured mold (*Webster*, 1975).

Webster College currently has over 900 undergraduates and over 4,500 graduate students which is better than twice the total number of students in the early sixties. Well over half are involved in individualized options.

The undergraduates do individualized work through the Contract Center. The Center was founded in 1973 after a Danforth workshop in the liberal arts at Colorado Springs where two faculty members, a student and an administrator, developed the design. The Contract Center has the organizational responsibility for all undergraduate non-traditional study at Webster.

A Master of Arts (Individualized) or M.A. (I) is organized to offer students a wide range of options at the graduate school level. Intended mainly for adults, the M.A. (I) operates in several locations and now enrolls over 2,500 students. Most are employed and work full-time in business, the military, the criminal justice system, and in civil service. In most cases, these people did their baccalaureate work before the knowledge explosion and need a *retooling* experience.

Flexibility in Content — Webster undergraduate students may pursue standard programs in traditional departments, or design a personal one through the Contract Center where students have selected a range of concentrations including women's studies, far eastern studies, labor studies, and communication arts. In addition, many students elect to individualize part of their program by doing independent reading, independent study, practicum (e.g., internship in a mental health facility) or a *sabbatical* which is a term or year working independently off-campus. Overall, there is much flexibility in content at Webster as students elect liberal arts programs, graduate school oriented programs, job oriented pro-

grams, highly individualized programs featuring parts of the three types mentioned, or pre-professional programs in art, management, music, or theatre arts.

The Master of Arts (Individualized) graduate program provides an adaptable set of educational experiences directed towards several content options. Content is dependent on student needs and on the evolving needs of the professions within the social and behavioral sciences. Only a faculty committee reviews the student's design. To date, most students are electing options within twelve areas of concentration: American studies, media studies, health facilities management, human services, government, human relations, management, public administration, business administration, administration of justice, procurement management, or economics and finance. However, a few have designed an individualized concentration and the possibility of doing so clearly exists.

Flexibility in Mode — On the undergraduate level, mode options are fairly plentiful for all students. Webster is trying modular scheduling in which several faculty teach a class in a coordinated serial chain. Another option is to spend a semester studying a theme in a class with other students and faculty. A third is a practicum in a St. Louis area social agency. Education and psychology students especially elect practica. A fourth is a student *sabbatical* mentioned above that allows a large amount of credit to be earned through independent work in another setting. An example of a student sabbatical might be a year working in Paris. Other possibilities are independent study and independent reading for students working through the Contract Center.

Master of Arts (Individualized) policy suggests that students create programs utilizing courses, independent studies, and field experiences. However, there appears to be only a moderate amount of real flexibility in mode in the M.A. (I) program. As one faculty member noted:

> We have a core of courses. Students tend to design their programs by calling on this core. The courses are selected on the basis of a questionnaire so we know what is likely to be attractive to them. Though none are required, students take a lot of courses and because of one thing or another they generally take the same things. Thus, in terms of mode of study, they are becoming a lot less individualized. Overall, I'd say that only fifty percent do anything other than the normal courses.

Another way to look at flexibility in mode is by examining responses to the Faculty Questionnaire items on use of learning resources (Table 1). Although faculty generally are personally sponsoring only a handful of students utilizing individualized options, substantial proportions claim that they use in the program other faculty with knowledge of the subject area (57%), outside persons (adjuncts, tutors) (47%), courses in other institutions (39%), on-the-job experience (59%), field experiences and internships (51%), and other learning resources made available through special arrangements, e.g., museums, galleries, etc. (55%). Even in the learning resources where one might expect and predict no use, there was some: learning modules (organized learning packages) (22%), correspondence courses (e.g., independent study) (6%), special short-term residencies (e.g., women's studies weekend residency) (20%). In regard to these resources plus a few others (library, laboratories), a small number of faculty consider availability a serious problem. Thus, flexibility in mode of study seems a clear option for Webster students.

Flexibility in Place — Contract Center students must come to the campus, at least occasionally, but nevertheless there is a fair amount of flexibility of place. However, in fact many become interested in classwork which restricts them in this dimension. The M.A. (I), on the other hand, is offered at several locations, many far from St. Louis, some in other states; students need not spend any time on the Webster campus. Thus, for them, there is a great flexibility in place.

Flexibility in Evaluation — Evaluation of undergraduates at Webster tends to be fairly traditional. Evidence of this comes from several interviews and from the Faculty Questionnaire where the response, "about the same as traditional programs," was checked by a high percentage of faculty: on "level of rigor" (61%), "rigor with which students are evaluated" (60%), and "amount of student writing" (48%). One faculty member's statement sums up a feeling expressed by several others: "It is an imposition to the teacher to put in that much time just because someone doesn't feel like writing."

TABLE 1

Use of Learning Resources
Webster College Faculty

Resource	Times Used in Past Month			
	None	1-3	4-10	11 or More
Learning modules (organized learning packages)	78%	19%	—	3%
Other faculty in the program with knowledge of the subject area	44	38	13	6
Outside persons (e.g., tutor/adjuncts from other programs or institutions)	53	38	6	3
Courses in other programs or institutions	61	36	3	—
Correspondence courses (e.g., SUNY Independent Study)	94	3	3	—
Special short-term residencies (e.g., women's studies, weekend residency)	81	13	7	—
On-the-job experience	41	41	9	9
Field experience, internships	49	27	18	6
Other learning resources made available through special arrangements (e.g., museums, galleries, etc.)	45	42	13	—

There are some notable exceptions. One is the use of portfolios to demonstrate learning that occurred prior to enrollment. The portfolios are designed by the student in consultation with the Contract Center Director or one of a handful of faculty who have become involved in this process. After design, the portfolio is reviewed by a faculty committee. Often this also includes personal interviews or site visitations by faculty to the student's place of employment, if this is a significant part of the credit request. At the graduate level there is a similar process though the amount of credit awarded tends to be less. Webster is a part of the National Cooperative Assessment of Experiential Learning (CAEL) project and is generally most concerned about the quality of its portfolio activities.

A second notable individualized evaluation effort is in the Education Department which utilizes student/advisor developed projects. These are evaluated using a full range of possibilities: papers, site visitations, videotapes, audiotapes, journals, and the like.

At the graduate level, flexibility of evaluation is not great. Most students are involved in courses, as noted above. While this does not preclude use of evaluation options, many of the courses are taught by adjunct faculty who are also employed elsewhere. As one full-time Webster faculty member noted: "They have too many other things to do to get involved in lots of options." However, for students who do choose to elect independent study and experiential portions of their programs, flexibility in evaluation techniques is possible.

Flexibility in Time — Webster's effort at attracting new clientele has brought about much flexibility in time at both undergraduate and graduate levels. For example, the acceptance of credit for prior

learning has reduced the overall time that many students in the Contract Center spend with the College. One estimate was that "...students now tend to come with sixty to seventy credit hours so there is little time left for a full concentration at Webster." Another time flexibility is in the management program, which is geared to adults and which holds four-hour classes after normal work hours one day a week, for eight weeks. The M.A. (I) similarly uses late afternoon and evening time slots to accommodate its adult students. The college calendar provides still another example: twelve week terms followed by a four week intensive term that allows concentration in areas of special interest to students.

Faculty Role — Faculty involvement in individualized education at Webster is not comprehensive. That is, though a majority of the College's faculty are involved in some way with the Contract Center and/or the Master of Arts (Individualized), no more than one or two people engage in all aspects of individualizing a student's program: degree program planning including assessment of prior learning, learning activity design, monitoring, and evaluation, plus advisement. Furthermore, the primary responsibility of virtually all faculty is teaching courses.

Degree program planning for students is usually done by them in consultation with the Director of the Contract Center of M.A. (I). At the undergraduate level, the process is closely linked to the development of a portfolio for advanced standing. "The portfolio seems to develop in a backwards fashion. We talk about goals and priorities, then about what the student knows now, then about how to prove what is known, and only then about what to put together to achieve goals." At the graduate level, many students choose to develop course packages and do not require much faculty help. However, a few want innovative combinations of courses, independent study, and experiential work. Here the M.A. (I) Director or another staff member gets involved to serve as a "sounding board." "Generally, I want to do this, however, only for programs that are unique."

The portfolio, as noted above, tends to be developed in concert with the degree program. Students seeking advanced standing begin the process by going to the appropriate program director who helps them think about goals and their related prior learning. A few other faculty members have also become involved at this stage. However, for the most part, when students meet with full-time faculty in the portfolio process, it is for review of specific learnings in the faculty member's area of specialty. A typical comment about this procedure follows:

> I have had several portfolios to review every year since the Contract Center opened. What comes to me is kind of a draft that suggests the areas of learning and probable credits. I just affirm or deny the credit after looking at the supporting documentation. Often I also meet with the student. Throughout this, I use course and lab equations to try to figure out what the learning is worth in terms of credit. Overall, it does not take nearly as much time as one might expect.

Faculty involvement beyond degree program planning at Webster is uneven. In terms of planning learning activities — independent study, independent readings, student *sabbaticals,* a practicum — there has been widespread involvement of faculty in the past few years, especially at the undergraduate level. Several described the process:

> I've had a fair amount of involvement. I especially enjoy helping students develop an internship. This means two to three face-to-face conversations with the student and several phone calls to wherever they will intern. The trick is to create a good learning experience and not just set the student up to be cheap labor.
>
> To me, the Contract Center means independent study, though I've done some *sabbaticals* and credit for life learning. On all of these, I meet three or four times with a student to make sure they're on track and then turn them loose.
>
> On independent work or internships, I have four to five meetings of anywhere from fifteen minutes to an hour. The process is one of negotiation. Neither of us is predominant.

> I see our job as giving the student enough vision initially so that he will challenge, but not punish, himself. Students propose projects. We help them select as they go off and on again. It's like a Venturi tube which is narrow in the middle to increase the velocity of the final explosion.

The Webster faculty does not become involved deeply in helping students carry out their choices, or what might be called the monitoring process. This showed up on a Faculty Questionnaire item where only thirteen percent felt the role is even "difficult." The reason seems to be that most view their role in individualized activities as one of facilitator. One noted: "For me, the mentor, the primary job is to label something practicum, or independent study or whatever and get out of the way. I make sure that the experience is sound but it is their job to learn." Another added more simply: "I make my policy clear on independent study, I will meet with the student as little as possible. My role is to make it truly independent, until the evaluation."

However, there are a few exceptions to this non-tutorial pattern. One noted: "I have a lot of practica and make it a point to see these people five to ten times a semester to discuss what they are learning and thinking about. One person, I see every week." Overall the Webster faculty show a mixed pattern of much one-to-one in the learning activity planning stages and little monitoring thereafter.

The Webster faculty role in evaluation of individualized educational experiences is generally straightforward assessment of projects. Only a few treat the products of individualized study differently from those of the normal classroom. These exceptions are usually on site visits to practica. In part, this is because the expected products are usually papers. However, one of the surprises for some has been the quality of the work done by certain students when compared with the work of classroom students:

> Some of us are startled by the quality of knowledge of these adults who come in with all kinds of non-accredited educational experiences. They write papers on books they've read carefully, and they are good. This raises questions from me about what really is a liberal education.

Another indicator of this kind of view is found on the Faculty Questionnaire where twenty-one percent indicated they were "very satisfied" with the quality of their Contract Center students.

The one-to-one meetings between students and faculty that characterize individualized education often lead to various types of advisement: educational, vocational, personal, and procedural (i.e., help with the *red tape*). This is a consistent finding across every institution in this study. At Webster, one person noted that "because of my psychology background, students wanting to talk things over seem to gravitate towards me." Another has found:

> Frank discussions about the educational and vocational matters make me a better facilitator. This, of course, gets me into an occasional session where students want to talk about what a terrible week they have had, but I listen for a short time and then tell them I'm concerned but cannot help and they accept it, and we go back to designing the independent study.

The Faculty Questionnaire also seems to confirm the faculty investment in advisement. The combined percentages of the "often" and "very often" categories in the questionnaire for personal counseling are eighteen percent; for vocational, sixty-three percent; for future education, sixty-nine percent; and for help with *red tape*, forty-one percent. However, not everyone gets involved in advisement:

> Advisement? Not terribly often. A couple of times.
>
> I guess the students find others to help them with these things.
>
> Personal counseling? None. I avoid it like the plague. If a student wants to tell me about problems, I say go to the counseling service. I think this is the toughest part of one-to-one education.

One explanation for this disparity was suggested by a Webster administrator:

> The amount of advisement depends upon one's self-confidence and openness. Many of our faculty are young and recently out of graduate school. They realize they do not yet know how to yell for help, and they are thus uncomfortable. But for the older faculty, this is no problem.

Few Webster faculty disdain their role in the individualized aspects of the College. On the Faculty Questionnaire, fairly high proportions stated that they were very satisfied with "my involvement in decisions about curriculum and degree requirements" (19%), "my relationship with the program administration" (37%), and "the quality of my students" (21%). Similarly, on an item asking faculty to rate the *doability* of being a faculty member engaged in individualized education, eighty-six percent rated the role *doable*, easy, or very easy. The best part of the role was described by some faculty:

> I most enjoy helping students get an experience that is educational and that would not have been possible otherwise. Some have gone on to big things, and it is satisfying knowing that would not have happened without me and the Contract Center.
>
> In a tangible sense, getting involved with students on internships helps me learn about useful resources in the community.
>
> The best thing? I guess it is seeing the sense of individual worth gained by a student: the realization that his or her ideas are considered worthy by the institution.

Webster also has some problems. One is that full-time faculty receive no remuneration, and some perceive that they get no consideration on promotions as a result of their involvement in the individualized aspects of the program. This led one to state that "the only reason I get involved at all is because I like and feel a personal obligation to the Director of the Contract Center."

While most do not feel this strongly, many suggested that the amount of faculty interest in various individualized options is dropping off. Several explanations were given. One is that "Webster faculty may be discouraging independent study because it just means extra work and little reward for them." For most, this explanation seems too simple given the faculty members' espoused positive views. However, one noted that after a report on faculty load-by-department came out last year, "the message was clear from the administration. Quantity is what matters." A second explanation is that "the departments have developed courses in all the areas where students were regularly requesting independent study." There are clear examples of this (e.g., an advanced photography course). However, a third explanation seems best. One faculty member pointed out that the ones most involved with the Contract Center a few years back were new people who had not yet landed a full committee load. These people were not fully involved in the College affairs, but there have been almost no faculty hired since their arrival. Thus, "though we remain interested in working in individualized ways with students, there is not enough time; and we may be subtly discouraging students. It is not lack of interest, just time."

Some items on the Faculty Questionnaire seem to substantiate this point. For example, twenty-six percent are "much more concerned about faculty effort necessary for the successful conduct of individualized programs." Also, fifty-nine percent stated that faculty effort was "greater in individualized modes than the traditional."

Another area of concern at Webster is standards. Though there were *many* highly positive statements about the quality of the Contract Center and M.A. (I) students' work, the tally was not unanimous. One faculty member suggested discomfort with the M.A. (I) schedule of eight four-hour sections. A different aspect of this area of concern is the assessment of prior learning. One comment here is particularly apt: "I am perpetually confused and sometimes unimpressed by students and what they think they know. However, at the assessment hearings, I feel pressured to approve credit and always do." Finally, some faculty felt unhappy about what they see in independent study:

> The people who are in independent study are either very bright or just trying to avoid work. A few do not do anything. There are a lot of undisciplined students who just cannot handle independence. They think they can, but all they do is talk good. They want credit for living, and I fear some faculty may let them have it.

These types of faculty concerns are common in individualized education. Similar statements were made at all programs visited. They represent a factor behind the anxiety of many faculty in individualized education. However, the large majority interviewed were strongly supportive.

Overall, Webster College has made bold steps. It now is a model for hundreds of similar institutions that may be facing decisions on whether to change or hold on. Webster changed. The fiscal situation is now brighter and the potential clientele bigger. Furthermore, the College accomplished this by maintaining the existing structures and programs. A current question is whether to stabilize or continue the movement toward individualization through introduction of full-time *new professionals.* While only one faculty member stated that he/she feels like a part of the Contract Center, twenty-nine percent show "much more interest in working with the students independently," twenty-six percent in "non-traditional modes of learning," twenty-nine percent have "much more interest in working with adult students," and nineteen percent have "much more interest in inter-disciplinary work with students." Over thirty percent are "somewhat more interested" in each of these areas. Thus, the evolution of the Webster curriculum may continue.

2. The Open College, Bunker Hill Community College, Charlestown, Massachusetts

Bunker Hill is the newest addition to the Massachusetts system of public community colleges. Located on a transit stop in a blue collar neighborhood, it serves essentially the urban center, the north, and the west sectors of the Boston metropolitan area. BHCC has an open admissions policy in hopes of attracting a student body of all ages, backgrounds, races, abilities, and social classes. In order to respond to the diverse needs of these groups, the College is committed to individualized approaches.

The Open College is the specific part of BHCC that develops and administers the individualized aspects of the curriculum. Several hundred students have taken advantage of some of the options provided over the past two years. Also, approximately seventy faculty have been affiliated with one or another aspect of the program. Unlike Webster which moved from a traditional curriculum, Bunker Hill's individualized dimensions have developed with the College.

Flexibility in Content — Bunker Hill students working through the Open College can study virtually any content area within the Associate in Arts or Science framework. A sampling of specific examples from the interviews includes: work in transportation management, investigative news reporting, social deviance, advanced music theory, training for social service personnel, and film-making.

Flexibility in Mode — Mode flexibility at BHCC is also fairly high. There are three elements of the Open College that promote this aspect of individualization: The Learning Center, The Alternative Learning Accreditation Program (ALAP), and the Contract Learning Program.

The Learning Center is a notable example of what some people call *individualized instruction;* within given content areas it provides several means for student learning. The process begins with a diagnostic needs assessment: an interview and often testing. This determines a student's immediate educational needs. Then the student may choose among more than two hundred sequences of multi-media resources for meeting these needs. For example, there are two computer simulation games: *Trade-off at Yalta* provides students with an opportunity to gain experience in negotiation by simulating how they would deal with the various problems facing the world leaders in 1945; *SIMSOC* creates a situation in which the student must question the social order and examine such concepts as conflict and control. Another large content block in the Learning Center is the course *Math for Mathophobes* that is designed, as the title describes, for the person with a learning block to mathematics. Over a thousand students a month use the Learning Center at BHCC.

ALAP is Bunker Hill's credit for prior learning program. A relatively new option, ALAP provides a means for students to earn up to three quarters of their associate's degree on the basis of demonstrated prior learning. As at most institutions with such a program, the credit is assigned according to the relationship of the learning to a student's degree program objectives. Over one hundred and fifty portfolios were reviewed for credit in the first year of ALAP.

Learning contracts provide the third type of mode flexibility at BHCC. This program offers students the opportunity to pursue their personal, academic, and/or career interests through contracts negotiated by students and faculty which utilize independent reading, internships, and the like. They describe what will be done; how; what criteria will be used in evaluation; the length of time involved; and the credit. Over four hundred have been completed in the Open College.

Just as at Webster, a review of the learning resource item on the Faculty Questionnaire provides another sense of the flexibility in mode for Bunker Hill students. Again, findings indicate that options are used to a greater degree for some students than at Webster, and a lesser degree for others (Table 2). The types of resources used most and their frequency of use are: learning modules (88%), other faculty in the program with knowledge in the subject (55%), outside persons (e.g., tutors, adjuncts) (44%), on-the-job experiences (89%), field experiences and internships (66%), and other learning resources made available through special arrangements (e.g., museums and galleries) (66%). It is no surprise that two resources, correspondence courses and special short-term residencies, were not used by any faculty. Accessibility to a few types of learning resources was identified as a serious problem. However, the small number of responses limits the usefulness of this finding. Thus, it seems that flexibility in mode is real at BHCC.

TABLE 2

Use of Learning Resources
Bunker Hill Community College Faculty

Resource	Times Used in Past Month			
	None	1-3	4-10	11 or More
Learning modules (organized learning packages)	11%	44%	33%	11%
Other faculty in the program with knowledge of the subject area	44	44	11	—
Outside persons (e.g., tutors/adjuncts from other programs or institutions)	56	33	—	11
Courses in other programs or institutions	78	22	—	—
Correspondence courses (e.g., SUNY Independent Study)	—	—	—	—
Special short-term residencies (e.g., women's studies, weekend residency)	—	—	—	—
On-the-job experience	11	56	—	33
Field experience, internships	33	44	11	11
Other learning resources made available through special arrangements (e.g., museums, galleries, etc.)	33	44	22	—

Flexibility in Place — There is some flexibility of place at BHCC depending on the model option chosen. If students work in the Learning Center, it restricts this type of flexibility because they must do their work there. However, students doing learning contracts often negotiate to do their work off-campus.

Flexibility in Evaluation — The interviews indicate that there is indeed much flexibility in evaluation being tried at BHCC where the learning contract advisors are faculty members, as at Webster. For example, oral reports, implementation of a field project, a film, a television documentary, a videotape presentation, and teaching a class, were all mentioned as ways in which students have been evaluated. In the Learning Center several means are also used: programmed learning texts, regular short quizzes, discussions, etc. A seeming inconsistency in this area is that the only requirement of faculty advisors is a grade, though there is a form upon which one may write a short narrative evaluation.

Flexibility in Time — There is some flexibility in time for BHCC students. The College is increasing the use of short module-length course segments as a means of making it easier for adult students to attend. The modules reduce the amount of time commitment for students. Learning Contracts also have some flexibility though there is a *strong* tendency for them to be semester oriented, and so begin at the start of a semester and go to the end. The ALAP program adds another dimension of time flexibility by shortening the total amount of degree program commitment for some. Finally, the Learning Center modules and courses often allow students to move at their own pace. This helps reduce anxiety for people who want to have mastery of an area before moving on to the next.

Faculty Role — The faculty role in individualized education at Bunker Hill, as at Webster, is not comprehensive. Certain faculty do degree program and portfolio design, while others conduct the portfolio evaluations, design the learning contracts, monitor and evaluate them. Many become involved in various kinds of advisement. Except for a few staff members in the Open College, the primary role of faculty is classroom teaching.

Individualized degree program planning is done by the students in consultation with an Open College staff member. When a portfolio student seeks credit for prior learning, degree program and portfolio planning are always done in concert and in consultation with the Open College staff member. This faculty role was described as follows:

> After students have been to an orientation, I meet with them to review their interests and experiences and to begin the process of developing a reasonable request. I try to get a snapshot of where they are and where they want to be. We talk about a lot: goals in life, degree objectives. Once we get the framework, we can begin to put the puzzle together. We are looking for signs of learning. Packages of learning are identified which in the judgment of the advisor and student are components of the competency required to achieve the student's objectives. A request for assessment of the learning accompanied by appropriate documentation is prepared by the student and the resultant portfolio forwarded to the Director of the ALAP Program who conducts an evaluation of the request. The advisor at the same time is recommending learning activities (coursework, contracts, Learning Center) which will lead the student to the completion of his or her goal.

The procedures for evaluation of portfolios were, at the time of the interviews, under review. To date, a team of faculty is not involved. Instead, *ad hoc* reviews are arranged through appropriate department chairpeople who sometimes request assistance from their colleagues or additional outsiders. This differs from the Webster method where the Director of the Contract Center coordinates reviews of parts of the portfolio and a faculty committee review of the final product.

Regular teaching faculty become involved in the individualized aspects of BHCC's curriculum after degree program design and assignment of advanced standing. "Students are referred to us and appear with a general sense of what they need. It is our job to hammer out the details." The *hammering* process tends to involve three to five face-to-face meetings between students and faculty at Bunker

Hill. The number of meetings often depends on the number of credits that will be involved. One faculty member described this:

> If the students expect six credits, I want them to treat the development of the contract as a research project. They must come in with an outline and a bibliography that indicates they are ready to do the equivalent of two courses. We might negotiate this for several weeks, meeting two or three times a week for maybe fifteen minutes each.

Another uses outsiders in the contract process:

> After a couple of talks, I learned that the student had some cognitive background and experience in the area. Thus, we designed the contract for the student to link up with ten [community people] and then develop several seminar sessions. Yesterday we had a meeting of all involved and discussed, not only the feasibility of the contract, but also whether the student will ever get to run the seminars.

Bunker Hill faculty seem to teach more on the learning contracts than do the Webster faculty on their independent studies. This may indicate a conceptual difference. There are also similarities in the process that are striking. Some illustrative quotations on this tutorial aspect of contract learning at BHCC are:

> I meet every other week with one student for about an hour and a half to review his program and suggest any new directions.
>
> I keep in touch by telephone with the student. We talk every week about what he is learning.
>
> I meet bi-weekly with the student to go over the readings and look at the progress on the final report.

Bunker Hill faculty also become involved in the four types of advisement. One person noted: "I find that I do a lot in all those four types. The regular advisors are simply overloaded. I am basically the students' only resource." The Faculty Questionnaire seems to back up these observations as proportions checking the "often" or "very often" responses in the four areas of advisement are fairly high: discussions about student's vocational plans (77%), discussion about student's academic plans beyond undergraduate school (33%), helping students deal with institutional *red tape* (44%), and discussions of student's personal problems (33%). On the latter category, one person suggested that there would have been an even higher percentage a year or two ago.

> Personal counseling is kind of built-in here because of our one-to-one meetings and the number of students with bad self-images. But it is better now because we have good connections with counseling services in the community that we did not have when the College opened.

Several faculty expressed favorable views about individualization at Bunker Hill Community College. For example, one said that the best student he/she has ever had was a learning contract student. Another mentioned that contract work was the most satisfying work he/she did and that he/she would like to do it full-time. These kinds of views also showed up in the Faculty Questionnaire. However, an overall appraisal of the future of individualization at Bunker Hill is less comforting.

Massachusetts is enduring a prolonged economic slump which puts severe constraints on the public postsecondary institutions. Thus, the Open College lost a staff member last year, leaving it with only one person to review all contracts. Also, there is no remuneration for day faculty who advise on contracts (although continuing education faculty receive forty dollars for every three credit hours). This puts Open College staff in the position of having to practice what one faculty member called "the art of lurking in the corridors. The program cannot continue forever on that basis." Another stated that BHCC is "doing a lot of good and important educational things poorly; at least, compared to how well we could do them if given enough budget."

Even if remuneration were provided, several people still feel that the overall workload is too great. A particularly picturesque quote noted: "Faculty here sometimes are like the Sorcerer's Apprentice. They cannot seem to get out from under. Everybody has to advise a lot; teach a full load; adapt courses to a modular curriculum; be involved in various meetings; and try to fit in contracts." A Faculty Questionnaire item concurs with this assessment: faculty workload is more here than in the traditional program (78%). One person pointed out a particular effect this has had in the Open College: "If you get a lot of contracts, people ask you where you found so much time."

The other side of the picture is that almost everyone interviewed feels that the individualized options are sound. For example, a representative quotation is: "A lot of students get involved in contracts because they think it will be an easy way to get credit. Maybe this was so at first, but now it's clear that the contracts are tougher."

The Faculty Questionnaire backs this up as fifty percent see rigor as greater in the Open College than in the traditional institution; forty-four percent see student workload as greater; and thirty-three percent see rigor of student evaluation as greater.

Overall, the Open College at Bunker Hill Community College represents an attempt formally to build in individualized education as part of a new institution. The Open College and its programs are well thought of, but it is still unclear what the impact will be on the overall development of the institution. The Open College has a foothold with several fairly well-developed programs. However, the fiscal situation for the entire state and the experimental nature of the Open College make the future somewhat uncertain. As two faculty members summarized:

> There is tremendous potential in the use of learning contracts and the Alternative Learning Accreditation Program but we need more time.
>
> I think the contract work is the most rewarding of all types I do, but sometimes I wonder if we can afford to do it right. Until then, I will keep taking two or three a semester and learn with them.

3. Empire State College of the State University of New York (ESC), Saratoga Springs, New York

Empire State College was created in 1971 to develop alternative approaches to higher education, building upon the strengths and resources of the entire State University of New York system. The basic mission was and remains to develop new structures and substance in order to provide and test educational alternatives for individuals of all ages throughout society. The College enables students to pursue studies toward associate and baccalaureate degrees in the liberal arts and sciences as well as certain professional and applied areas. Because Empire State offers these opportunities through several alternative approaches to learning, its structure, processes, and curriculum are uniquely designed to provide the necessary flexibility to meet a wide variety of individual needs.

Empire State now has over three thousand students. They have ranged in age from seventeen to seventy-two with the average at thirty-six. Approximately fifty-four percent work full-time (many in blue-collar occupations), forty-eight percent are women, and eleven percent are from minorities. The students are affiliated with over thirty locations of the College in most parts of New York State. For example, there are major regional centers of ten or more faculty in Buffalo, Rochester, Albany, Suffern/White Plains (the Lower Hudson), Metropolitan New York City, and Long Island, plus a Center for Labor Studies in New York City. In addition, there are smaller units in such locations as Syracuse, Utica-Rome, Binghamton, Canandaigua, many organized under the aegis of the Center for Statewide Programs which is administered from Saratoga Springs. Some units are on SUNY campuses (e.g., New Paltz, Plattsburgh, Buffalo, Fredonia). A few units are closely tied with community agencies such as the Hauppauge, Long Island unit for Suffolk County employees. The administrative Coordinating Center is in Saratoga Springs. Overall, at the time of the study, Empire had ninety-nine full-time faculty and a large number of part-time and adjunct faculty, plus relationships with hundreds of tutors. With the exception of the tutors and adjuncts at some centers, all are called mentors.

Flexibility in Content — There are five organizing frameworks for studies at Empire State. Students may choose a *disciplinary* framework which utilizes the precepts of traditional disciplines. Others elect *inter-disciplinary* study which calls for an examination of two or more interrelated disciplines. *Problem-oriented* studies are organized around learning about that problem (e.g., the energy crisis and possible solutions). *Thematic* study applies a consistent framework to a variety of interest areas (e.g., the place of women in literature, in the arts, etc.). *Professional/vocational* study focuses on preparation for a job. Often more than one of these areas is involved in the student's individualized degree program.

In addition to the above frameworks, there are nine concentration (i.e., major) areas in which Empire State College can support studies: the arts; business and economics; community and human services; cultural studies; educational studies; historical studies; human development; science, mathematics, and technology; and social theory, social structure, and change. There are two further guidelines which affect the content dimension: students must have both a concentration, plus some breadth; and students must have a proportion of their work in liberal arts areas. Thus, overall, flexibility in content at Empire State College is great. Some examples of specific student concentrations include sociology of the family, recreation and management, labor studies, health services administration, and contemporary poetry. Within these concentrations, content possibilities are even greater. To illustrate, parts of degree programs have been devoted to the following: organizing white collar workers, introduction to wire sculpture, introduction to Russian studies, women's studies, 18th century New York State history, and advanced gestalt theory and practice.

Flexibility in Mode — Through use of learning contracts, students are able to package a full array of resource possibilities: internships, independent study, correspondence courses, classes at other institutions both within and outside of SUNY, and the like. In addition, Empire utilizes a large number of tutors who are sometimes faculty at other institutions, graduate students, or simply knowledgeable community people. Perhaps the only mode option that students do not have is courses within Empire State. Though there are occasional short-term, focused group studies or residencies led by ESC faculty, the College is committed to the notion of using New York State resources rather than duplicating them. This sometimes leads to logistic problems and *de facto* limitations on flexibility in mode, but generally, cross-registration can be accomplished. Thus, as Table 3 indicates, Empire State provides much flexibility in mode.

Flexibility in Place — The statewide *campus* of Empire State and the use of learning contracts allow students to transcend limitations of place. In 1975, ESC had students residing in all but two of the counties of the State (Office of Research and Evaluation, 1975, #5). In addition, there are homebound students who work with the College by telephone and through visits from faculty mentors. There are incarcerated students studying in several prisons across the State. A few elderly students have arranged contracts that allow them to continue study while on lengthy southern vacations. Back when there were sky marshals riding on airplanes over the U.S., as an attempt to stop air highjackings, at least one was an ESC student. However, all of these illustrative people could occasionally meet with the faculty mentor, the one requirement imposed by Empire State. Thus, to further extend flexibility of place, an experimental program that puts some limits on mode and content is underway. This program, the Center for Independent Study, may open the way for students all over the world to enroll in Empire State.

Flexibility in Evaluation — Learning contract procedures at Empire State prescribe that a student's educational goals, learning activities, and the evaluation criteria be stated in precise terms in the initial contract and again in the Digest and Evaluation (D&E) that becomes a major part of a student's official College transcript. Such specificity is meaningful in custom-tailoring learning activities to personal student goals. Clear statements in the learning contract allow both the student and outsiders to know how the learning relates to the student's overall educational goals, the level of sophistication of the learning contract, the actual learning activities, plus the evaluation criteria and methods. The D&E which is completed at the end of the learning contract then adds how successful a student was in completing the work.

The requirement for clear statements of evaluation criteria becomes a constraint on a mentor's use of strictly oral interview assessments of student work since such techniques do not result in

TABLE 3

Use of Learning Resources
Empire State College Faculty

Resource	Times Used in Past Month			
	None	1-3	4-10	11 or More
Learning modules (organized learning packages)	38%	47%	13%	3%
Other faculty in the program with knowledge of the subject area	7	65	23	4
Outside persons (e.g., tutors/adjuncts from other programs or institutions)	19	41	32	9
Courses in other programs or institutions	17	51	31	1
Correspondence courses (e.g., SUNY Independent Study)	62	35	3	—
Special short-term residencies (e.g., women's studies, weekend residency)	52	42	6	—
On-the-job experience	17	54	23	6
Field experience, internships	27	44	25	4
Other learning resources made available through special arrangements (e.g., museums, galleries, etc.)	28	54	15	3

products. Without products, it is difficult to demonstrate that learning occurred and at what level. This is sometimes necessary as all learning contracts and D&E's are reviewed by a Dean or Associate Dean whose judgment may, in turn, be reviewed by the Office of Program Review and Assessment, an arm of the Vice President for Academic Affairs. Thus, there are obvious impingements on flexibility of evaluation at Empire State. Though some faculty chafe under this line of accountability noting that student papers often are not sufficient in identifying overall personal development, most agree with one who said:

> I know my interview-style evaluations will be sound but I still ask for products. It is the only way to protect the College from arbitrary attacks.

Another impingement on flexibility in evaluation is the attitude of many mentors toward tests: negative. CLEP (College Level Examinations of Proficiency) is seldom used to demonstrate competence on learning contract work. Similarly, few mentors talk of devising their own tests for students, preferring instead papers, student journals, cassette tapes, and observation. Thus, though the institution is set up to allow the widest possible range of evaluation techniques, the press for demonstrable products and attitudes toward testing conspire to limit somewhat the actual flexibility on learning contracts. Portfolio assessment for advanced standing provides a similar picture.

Empire State was one of the first institutions to allow a large amount of advanced standing on the basis of demonstrated prior learning. It is possible for a student to earn up to eighty percent of a baccalaureate degree from portfolio review. However, as the College has matured, the amount of flexibility has diminished in response to both internal and external pressures for greater consistency within and

between centers. Learning must now *clearly* be demonstrated as well as its relationship to the individualized degree program objectives. While this technically was always the case, as the College has gained experience with assessment, certain conventions have developed. These tend to channel requests. For example, in the early days of the College, several nurses enrolled and eventually presented descriptive portfolios for assessment. Most had three years of nursing education but the credit awards were virtually always different. However, now these same nurses would receive a maximum of two years for their formal training no matter how much additional studying they might have done. CLEP tests are used more in portfolio than in contract evaluations. However, a more common procedure at Empire State is to have a student meet with an internal or outside expert for evaluation of the nature and level of learning accomplished. Some portfolios contain as many as eight to ten such documents.

Overall, there is still great flexibility in evaluation at Empire State in comparison with most institutions of higher learning. However, as the College matures, its sense of what kinds of learning are creditable has grown. Similarly, through mentor workshops and task forces, the College has developed conventions on how students may demonstrate that learning. This limits some of the flexibility while also reducing some of the tension felt by mentors.

Flexibility in Time — The advanced standing process is not the only flexibility in time available for Empire State students. In fact, students may begin or end their studies on any business day. They also can study full-time (a commitment to work forty-five hours per week), or part-time (which requires only twenty-three hours per week). Furthermore, they can design contracts for any length of time, though two to three months is the most common span. If a student is not finished at the expected time, there is no penalty; but students cannot begin work on a new contract until the one on which they are working is completed. Thus, Empire State has great flexibility in time.

Faculty Role — Faculty involvement in individualized education at Empire State is comprehensive. All full-time and most part-time mentors are involved in all student-related aspects of the program. There are no specialists to focus on the development of student degree programs and portfolios even though each center has persons especially skilled in this area to assist mentors. Similarly, mentors meet regularly in one-to-one sessions with students in which learning contracts, the building blocks of the degree program, are designed, monitored, and evaluated. Mentors also become involved in various types of advisement during these sessions. Finally, mentors contribute to a full range of other college activities: student orientation, center committees, college standing committees, special task forces, and the like. This multiplicity of activity is seen as exhausting on the one hand, but stimulating and challenging on the other.

Degree program design is a major element of the mentor role at Empire State. Each mentor helps every one of his/her students put together a cohesive degree program geared to that individual's needs and interests. The process received a light touch in the early days of the College (Palola and Bradley, 1972). At that time mentors often focused on individual learning contracts. However, it soon became apparent that without a clear context in the form of long-term goals stated in the degree program, learning contracts could become disjointed. Thus, mentors began emphasizing the early and careful development of a degree program in their work with students.

Discussions usually begin in the first face-to-face meeting and often continue for months along with other matters. A given session may last an hour or more, and most of these discussions are closely tied to the development of a portfolio for advanced standing since mentors help students think about what they have learned in previous experiences and how this might apply to overall academic goals. Because this process is complex and can be time-consuming, mentors sometimes call on the assistance of professionals in the center who are highly skilled at working with students in the complexities of designing solid degree programs and portfolios. However, the majority of the work is still done by the primary mentor who shares responsibility for a workable degree program with the student. While virtually all mentors find this part of the role to be personally rewarding, the time and emotional commit-

ment required is heavy. Few faculty anywhere have to take so much individual responsibility in decisions that so completely define a student's academic career.

Mentors also help students design and complete learning contracts, the building blocks of the degree program. This again involves serious discussions about student interests and how to meet them. It also involves writing the four-part learning contract — general goals, specific goals of the contract, learning activities, criteria and means of evaluation — in precise, articulate terms for approval by administrators. Some mentors do a fair amount of tutorial-type teaching or learning contract work while others make extensive use of outside resources. Each style has important budgetary and workload ramifications since the latter broker-type mentor requires much in the way of learning resources, while the former tutorial style mentor cannot generally serve as many students. All mentors regularly monitor progress in one-to-one meetings although most also use outside tutors to help.

Mentors engage in formative evaluation throughout a contract as they regularly criticize student performance in a give-and-take atmosphere. This is a stimulating process enjoyed by most mentors. However, they also face the difficult task of writing a summative Digest and Evaluation (D&E) at the end of each learning contract. The D&E describes in prose the contract work completed; the means and criteria of evaluation; and how well the student performed. Some D&E's are many pages in length. Since the College began, mentors have reported serious problems in wrestling with the weightiness of both the task itself and the responsibility, because the D&E becomes the most important part of the student's narrative-style transcript. Thus, mentors must employ a long-term perspective in writing this document. Mentor comments and criticism are no longer for the student only, but instead, represent the College's official views about the student. Initially, most mentors struggle with this heavy responsibility, but as they become more experienced and knowledgeable, there is less anxiety in the D&E process.

Another aspect of the mentor's role in evaluation is committee work. Mentor committees review all student degree programs and portfolios. They also conduct graduation screening at the Learning Center level. These committees are not perfunctory and often involve much time and effort. For example, a mentor on the center's Advanced Standing Committee can look forward to at least a combined total of eight to ten hours or more of work per week both in and outside of committee session. Most centers have mentors serve three month terms on the committee.

The final dimension of the *new professional* role described in this report is advisement. Empire State College mentors are expected to help students think about certain matters that may be of concern including vocational and future educational plans. Many mentors also find that they get involved with helping students steer through the bureaucracies of Empire State, State funding agencies, Federal funding agencies, etc., though this is not an official part of the role. For example, on the Faculty Questionnaire, high proportions of Empire mentors report involvement in discussions of student vocational plans (68%), discussions of student educational plans beyond undergraduate school (69%), and helping students with *red tape* (58%). It was somewhat of a surprise that only ten percent reported similar involvement in discussion of student personal concerns. This may reflect reality, the social desirability of such a response within the institution, or a conscious effort on the part of mentors to avoid this area. However, there are *many* comments in the interviews that seem to contradict the low percentage on the Faculty Questionnaire. Here are four specific anecdotal examples:

> I try to stay away from students' lives, but you can't. They want to talk about what is on their minds before we talk about contract work.
>
> It happens a lot. I don't much like it, but it happens.
>
> I have one student who never shows up without a problem but he's doing his work and so I just wait him out.
>
> Recently a woman student came in who had been robbed a week before. Somehow that really affected her and she only wanted to talk about what was going on in her mind. We really couldn't accomplish any contract work until this discussion was done.

In addition, a special workshop sponsored by the Center for Individualized Education focused on counseling was held in winter 1976 at the request of many mentors. Thus, though personal counseling is not part of the *official* mentor role (*Master Plan*, 1972) it often seems to be an almost natural out-growth of the extended one-to-one relationships. Many mentors try hard to avoid the area, but there are still times when personal counseling situations rear up.

From the beginning, there have been problems for mentors at Empire State, in part, because of the comprehensiveness and novelty of the role. The number one complaint has been workload, which averages twenty-one and one-half FTE's, and which works out to be approximately thirty students per mentor line. On the Faculty Questionnaire, eighty-eight percent say the faculty workload is greater at ESC than in traditional programs. In addition, only forty-one percent are generally satisfied with their workload, which incidentally is a great improvement from the 1974 administration of the instrument. Some representative quotations are:

> I've worked on all kinds of jobs but I've never seen anything that compares with the mentor's workload.
>
> The workload is better. Maybe the numbers are the same but there are more resources and this gets you away from tutoring all the time.
>
> Workload is crushing. I wish they would settle once and for all on the numbers expected and figure out better ways to deal with them.

Another concern of mentors is how to judge the quality of student work. As one noted: "We spend a lot of time making criteria specific. When you are working one-to-one, you have nothing to compare a given piece of work with. It is hard to know what to expect of students." One apparent evidence of this concern over quality is a continuing movement to use student papers for evaluation since they are tangible products of effort. Another was a three day conference on evaluation sponsored by the Center for Individualized Education and calls from faculty for a second. A result of faculty concern that students do quality work may be the finding that fifty-seven percent feel that the rigor with which students are evaluated is greater at Empire than at traditional institutions. This is a seventeen percent increase from the 1973 administration of the Faculty Questionnaire.

A third area of concern is professional development. The early mentors at Empire had little time for personal reading and research. Their time tended to be consumed in learning how to serve students effectively and work into their schedule college development activities, though some managed to engage in other activities. However, leaves are now common. For example, in 1975-76, virtually every mentor had some time off. Also, several mentors have recently presented scholarly papers and published. To illustrate, on the Faculty Questionnaire, better than half of the responding mentors indicated that they have written a paper for publication with seventeen percent indicating that they have written a book or monograph. A variety of other scholarly activities were also noted. But problems still exist under the label, *disengagement*. Simply stated, at most undergraduate institutions, when faculty take leaves, they cease teaching classes and other kinds of contracts with students. However, with students working under no fixed time schedule, truly breaking away becomes difficult.

> It is still impossible to get serious scholarly work done because you can't get away from students. How can you tell them to go away for six weeks?
>
> I was on leave for only three days when a colleague called me to review a portfolio. Between that and meeting with students, I lost a day and a half. It was only the beginning of the interruptions.

The *disengagement* problem is perhaps the major reason that thirty-two percent responded that they are "not satisfied with opportunities for professional development"; eighteen percent are very satisfied. In addition, forty-seven percent had "much concern about the faculty effort necessary for successful conduct of individualized educational programs." In spring 1976, a special task force of the President's Committee on College Development carried out a study of disengagement and submitted several realistic recommendations.

A fourth concern is paperwork. Mentors must complete learning contracts, Digests and Evaluations, degree programs, and several other documents. Although most understand the utility of these forms, many resent and almost all dislike the time and amount of personal organization required: "I've never seen such a paper mill! It doesn't get easier either. I'm always behind like everybody else so we can't go home feeling we're done with our work." On the Faculty Questionnaire, ninety-seven percent responded that paperwork is more at Empire than in a traditional institution. It probably is one problem area that will always exist to some extent at Empire State.

Another area of concern for mentors is over involvement in decision-making. Views are mixed on whether this area has improved for faculty in the past few years. Many (30%) feel that there is now more participation and influence than a few years back. However, on certain kinds of decisions, there is still some dissatisfaction. On a Faculty Questionnaire item asking for a comparison between importance of faculty influence and extent of faculty influence, the discrepancies were revealed.

Response: Importance of Faculty Influence Very Important or Important (%)		Response: Extent of Faculty Influence A Very Great Deal or A Great Deal (%)
100	determining program policies	39
77	selecting deans and associate deans	32
85	tenure decisions	26
74	determining type of students to admit	17

While discrepancies are a typical finding in studies of faculty perceived-role in decision-making (Blackburn, 1974), the amount of discrepancy on these items is striking. Interview comments shed further light on the areas:

> We are not as vocal as we were a couple of years ago but many of us are just as upset about the semblance of faculty participation and the reality of decisions made elsewhere.
>
> How many administrative end-runs does it take before we get the word: your views don't count, at least on anything important.
>
> One of the most discouraging things that has ever happened to me was working very hard on the _____ Task Force and having the administration totally ignore the report.

Thus, though several noted an increase in influence of mentors, faculty role in decision-making is apparently still an area requiring attention at ESC.

There is still another side to mentoring at Empire State. The program has helped high proportions to be "much more interested" in working with students studying independently (47%), in non-traditional modes of learning (44%), in working with older students (34%), and in doing interdisciplinary work (33%). Most are satisfied with the quality of their students (80%). Also, the percentage who feel that mentoring is "nearly impossible" has gone from sixteen percent in 1974 to only seven percent. These findings also show up in the interviews:

> Though I get tired at times, I've never had a job that was so stimulating and rewarding.
>
> I feel sorry for people who spend their lives in a classroom and never get to be a mentor. They are missing what education is really about.
>
> This is the best job I've ever had. What I am doing is valuable. More important, I can do creative things. Some of the things I'm doing with students are really exciting.

Overall at Empire State College, the mentor role is comprehensive in an institution devoted exclusively to individualized education. All faculty perform all *new professional* functions for all students. This has led to the kinds of problems mentioned earlier and to resultant countermeasures by the institution including support of faculty development workshops (many sponsored by the Center for Individualized Education), several problem-oriented task forces, a liberal leave policy, and a variety of efforts aimed at easing faculty workload while still meeting budgetary obligations to the state. The results of some of these countermeasures are not yet known. There is no other institution that has attempted to develop individualized education on so large a scale and with so much responsibility for faculty as Empire State. Thus, the College can be viewed as a laboratory for the entire individualized education movement. When the problems identified at Empire State are solved satisfactorily, the future for individualized education will become more certain.

VI. AN OBSERVATION ON THE ROLE OF FACULTY IN INDIVIDUALIZED EDUCATION

There are apparently two general types of roles for faculty in individualized education: specialist and comprehensive. In a program with specialist roles, a given faculty member might be involved in advisement, degree program design, portfolio design, learning activity design, learning activity monitoring, or learning activity evaluation. In fact, the specialist engaged in individualized education might be involved in several of these areas, *but not all.* For example, the University Without Walls advisors generally help with advisement, degree program design, portfolio design, and identification of a faculty resource person who then handles the remaining aspects of a student program.

In the comprehensive role, the faculty member contributes directly to all facets of a given student's individualized program. Of the places visited, only Empire State College's mentors play a fully comprehensive role, though the role of faculty advisor in the External Degree Program at Florida International University is nearly as comprehensive. That, in fact, the Empire role is perceived as different from the Webster and Bunker Hill roles by faculty involved with the individualized aspects of the program is shown in a comparison of Faculty Questionnaire responses: ESC mentors' responses show a statistically significant difference on eighty-four percent of 181 variables from the combined Webster and BHCC respondents. This finding may reflect how intensely the ESC mentors live their role rather than representing major differences in activities. In short, the ESC mentors are immersed in individualized education while only a few faculty members at the other institutions currently see these aspects of their overall role as more than a rewarding diversion from other major duties.

The remaining sections discuss stages that *new professionals* seem to go through as they adapt to the role and assume styles of relating to the role. The sections lean heavily on Empire State College, simply because mentors have spent enough time in and thought about the *new professional* role to move through stages and develop personal styles. However, people at virtually every program visited contributed to the ideas described here.

VII. STAGES IN THE DEVELOPMENT OF THE NEW PROFESSIONAL: A THEORY

All faculty adapt to the role. In a small-town liberal arts college, this may mean learning how to work closely with students and how to maintain scholarship while isolated from colleagues of similar interests. At a state college or university of several thousand students, it might mean learning how to work effectively with large groups of students. In a large research-oriented institution, adaptation might involve learning how to advise individual graduate students while maintaining a high level of scholarship and community service. However, for the *new professional* involved in individualized education, the problems of adapting to the role are far more acute.

Literature on faculty socialization (Axelrod, 1973; Gaff, 1975) suggests that new faculty tend to emulate in the classroom their former favorite professors. This holds not only for content deemed important, but also in terms of personal style. If their favorite was a superb stand-up lecturer, they will try to be the same. However, for people with fairly comprehensive roles in individualized education, there are no obvious models. General practitioner physicians and counseling psychologists engage in similar one-to-one roles. But these are not people that faculty have observed over time. Furthermore, the nature of the individualized education role precludes regular observation of more experienced colleagues. Thus, the *new professional* often faces a difficult adaptation to the role. The process is manifest in six stages.

The theory of stages in *new professional* development which is presented here was first articulated in a paper given at the annual meeting of the American Association for Higher Education in 1975 (Bradley, in Vermilye 1975). By fall 1975, the evolving theory had undergone important revisions (Bradley, 1975). The following section further revises the stages (see Table 4). It uses the interview and questionnaire findings which, in 1975-76, asked directly about perceived changes. Though the findings remain somewhat speculative with substantiation awaiting still more research, the theory is written up in direct language as if proven fact. This improves clarity. The reader may wish to insert such words as *sometimes* and *apparently* in various places. However, there is still enough undergirding to make this a useful paradigm for understanding how people adapt to the *new professional* role.

The reader is cautioned against assuming that all *new professionals* fit neatly into the stages. The following theory suggests a core concept. That is, the stages describe no one's perception exactly, but approximate the experience of most *new professionals*.

Stage I: Exploration

Before plunging into a major decision most people like to try it out, or, at least, think about it a bit. The phenomenon seems to hold true for many who take on *new professional* roles. In fact, most of the individualized education programs operate with no more than a handful of people beyond this stage.

Stage I faculty tend to have difficulty seeing the individualized aspects of the role as anything other than an extension of teaching activities. To them individualized education is an interesting sideline. Several quotations from the interviews seem to show this:

> I am working with three students on contracts because I thought it might be fun to try the mentor game.
>
> I came to Empire State because I thought it would be an interesting way to teach anthropology.
>
> I do not see many of your stages applying to me because the individualized aspects of my role here are not that pressing.
>
> Simply stated, contract work is supplementary, not primary.

TABLE 4

Stages of New Professional Development

Stages	Dimensions: Personal	Relational	Other
I. Exploration (faculty engaging in *new professional* role on a part-time basis)	low anxiety, little sense of belonging, high enthusiasm, high satisfaction	little flexibility in style of working with students, few relationships with other program faculty and administrators	little sense of program rules and constraints, little involvement in program activities
II. Orientation (lasts a short time for people new to heavy commitment in individualized education programs)	modest anxiety and sense of belonging, high enthusiasm, high sense of satisfaction, anti-traditional feelings	little flexibility in style of working with students, shallow relationships with other program faculty, sometimes negative toward administrators	little sense of program rules and constraints, increasing involvement in program activities, program seems confusing
III. Estrangement (for an indeterminate amount of time after orientation)	high anxiety, little sense of belonging, low enthusiasm, low satisfaction, generally feeling low	little flexibility in style of working with students, some bad relationships with other program faculty and administrators	how not-to-succeed is clear, most everything else is confusing and unclear
IV. Personal Confrontation (at several times in *new professional* career, brief and intense)	highest possible anxiety, introspective loneliness, enthusiasm and sense of belonging vacillates, low satisfaction	flexibility in style of working with students fair to good, relationships with other program faculty and administrators vary with some close friendships	how to succeed is known, institutional environment may be in flux, personal life may be in flux, job security may be a factor
V. Discovery (for an indeterminate amount of time returns to personal confrontation at sporadic intervals)	modest anxiety, enthusiasm, and sense of belonging; generally positive about the program; low introspection	flexibility in style increasing, generally good feelings toward other program faculty and administrators	program rules generally clear, *new professional* is comfortable
VI. Commitment (for a long period of time)	low anxiety, high enthusiasm, and highest possible sense of belonging, contentment	flexibility in style is great, good feelings toward other program faculty and administrators	the program is *home* as *new professional* feels integrated with it, everything about individualized education is clear

At Stage I, faculty tend to respond to all questions about *students* by referring to particular people rather than students in general. For example, if a faculty member is asked, "Do you have an agenda when you work with students?" (e.g., a body of knowledge, set of concepts or series of skills you want them to understand), a typical response at Stage I is: "Well for John Doe, I felt he needed to know more about theories of political behavior; while for Jane Doe, on the other hand, an internship made more sense." Another common response to such questions by people who are in *Exploration* is: "That is an interesting question but I haven't thought about it yet."

Overall (Table 4) Stage I faculty have low anxiety about the individualized aspects of their role; little sense of belonging to any formal individualized program; but high enthusiasm and sense of satisfaction. Flexibility in style of working with students seems to be small as faculty fall back on familiar modes. Relationships with other *new professionals* are often non-existent, at least in terms of conversations about individualized education. Relationships with individualized program administrators tend to be cordial but limited. As a result, Stage I faculty are often unaware of the program's internal and external constraints.

Despite the modicum of involvement for faculty at the *Exploration* stage there are often outcomes. These usually come in the way the faculty members perform their normal role. Take as an example the following statement of a faculty member:

> I have learned from working with this program how naive we are to assume that students in class observe much. I have learned to be much less reverent of the classroom. A key change I've made is to require an extra individualized project for anyone wanting an *A* from my course. The best you can get from the class alone is a *B*. I am also experimenting with open lab sessions and videotaped lectures to encourage self-pacing.

Thus, even though a faculty member may be only minimally involved in an individualized program, there can be important consequences.

Stage II: Orientation

Stage II marks the point where faculty members either join the program full-time (or nearly so), or they find themselves feeling more a part of the individualized program than the traditional program of an institution. It seems to be a time when people feel anti-traditional (McDonald, 1973; Ralph and Freedman, 1973; Bradley, 1975). For example, when the Faculty Questionnaire was first administered to ESC mentors in 1973, sixty-seven percent responded that they came to ESC, in part, because of "dissatisfaction with traditional programs." More recently some faculty new to individualized roles stated:

> I was at an awful state college. I felt guilty because I did not have to work. All I had to do was go to class and pass on information. I am glad to be away from that.

> I admit I never felt comfortable in the role of lecturer. I've always provided students with a lot of alternatives.

Conversely, faculty tend to feel enthusiastic about the new individualized setting.

> I have never been in a place where things were so open. The first faculty meeting, we were like a family.

> Compared to _____, this place is the Garden of Eden. We are generally concerned with important problems here.

> I did not come here from academe, but I am still anti-traditional. I have no desire to set foot in a classroom. Being what you call a *new professional* is great.

However, the desire to abandon old forms coupled with a high degree of enthusiasm often leads to a problem, especially when programs are just beginning. Simply stated, everyone seems to want in-

volvement in every decision and activity. For example, three faculty members declared:

> Several faculty came to this program from places where they had been the *organizers.* Suddenly the revolutionaries had power. With their distrust of administrators, almost nothing happened for a long time.
>
> Everybody wanted to be involved in everything here. For a year we met as a faculty for lunch. The Dean sat at the head of the table like a father. This went all right for a time.
>
> We have gone through Deans here like ice cubes. Faculty who come insist on controlling decisions, and we do. Only nothing ever seems to get done.

This phenomenon also has been noted by several others (Wofford, 1970; McDonald, 1973; Ralph and Freedman, 1973).

Another aspect of the *Orientation* stage is learning. Faculty often begin with little or no knowledge of how to work with students.

> I really like it here but I'm still not sure what to do. I spend a lot of time going around in circles with my students, and my paperwork is piling up. But I'm catching on.
>
> Faculty come here with almost no sense of what they are to do. Usually they fall back on their old habits and play pharmacist rather than physician.

Overall (Table 4) *Orientation* is a time of high enthusiasm but little sense of belonging. Flexibility and style of working with students is low as faculty fall back on old ways. An anti-traditional aspect is often demonstrated in the high degree of suspicion toward administrators and anything resembling traditional forms (e.g., grades). Rules are not clear and faculty at this stage want a say in everything.

Stage III: Estrangement

Several factors can lead faculty into *Estrangement:* a time of alienation and disenchantment. A sense of immobility, caused by the confusion in the institutional environment, and the prevalent demands for decision by consensus disturb some.

> People are losing energy for fights. We've had many meetings of the entire faculty. All contribute to the discussions. No one trusts anyone.
>
> We can never get anything done here. I'm fed up with our *printed circuit* of rules and lack of trust. Everybody has to be involved!

Others find that their time is consumed by students and other problems.

> Everybody is a little tired. We are a bootstrap operation. We all have too many students in addition to the meetings and curriculum development.
>
> The students call day and night. I can't get away from them.
>
> Look at this desk, I've got papers everywhere and its all work to do.

Still another problem is the often slow realization that initial ways of relating to the role are not working out. Because faculty seldom have relevant training for individualized education, they use traditional modes:

> My first fifty contracts were all built from prior courses. I thought the contracts were good. Then one day, the program administrator called me in to discuss what the term *individualized education* means. This really shook me up.

> I am really having a hard time. I try to do contracts by simply adapting courses but it doesn't work. Students need me too much when I work that way, and my time evaporates.

Estrangement is when faculty ask themselves "how did I ever get into this?" They see problems of paperwork, workload, dealing with the intensity of one-to-one sessions, falling behind in their specialities, too many meetings, colleagues who are not pulling their oar, etc. A serious net result of these complaints is often a faculty concern with the quality of their work.

> This college is in danger of doing what (a large urban university) did: take in people with all kinds of promises and then not provide the necessary support services for a quality program.
>
> Some faculty here are ripping students off. Every contract is the same. There is no creativity or individualization. It makes the program a fraud.
>
> We spend so much time in administrative and clerical matters, the preparation for students is sometimes minimal. Sooner or later this means that we will be offering a program that is sub-par. I think we are now.
>
> I really don't know what faculty here are supposed to do — what is expected of us — so, I kind of improvise and hope for the best. If anyone knows what academic standards we are trying to maintain, they haven't told me yet. Of course this means I'm pretty much forced to compare and evaluate my students relative to my former students at _____.

Factors contributing to *Estrangement* are low levels of meaningful interaction with colleagues and administrators, and confusion about program rules and communication channels. That is, faculty and students tend to be suspicious of others and only clear on what will not be rewarded by the system. There is much uncertainty.

> There seems to be a connection between the care with which we look at ourselves and the number of students we have. We don't know what tomorrow brings. We are powerless. We know what the job market is. We are retreating into traditional routes versus new and exciting things. It's a strange atmosphere. I guess we now want to reaffirm our own identity instead of just helping students reaffirm theirs.

Only one identifiable group of faculty in individualized education seems almost immune to estrangement: community faculty or people drawn from the community. While persons leaving traditional institutions and traditional academic career strands to work in new institutions in a non-traditional role are concerned about the paths not taken, new faculty with social service or other non-academic experience, do not experience such professional dilemmas. Evidence of this came up often. Similarly, Taylor (1975) observed less feeling of paranoia among faculty from the community than among former academics at the College of Public and Community Service, The University of Massachusetts, Boston. However, more study needs to be done on this phenomenon.

Overall (Table 4) *Estrangement* lasts an indeterminant amount of time and is the stage when faculty tend to be introspective, have high and visible anxiety; and little sense of belonging, enthusiasm, and satisfaction. Worst of all for faculty in the depths of *Estrangement*, there often seems to be no way out. One faculty member described the dilemma this way:

> If you discover that your well is poisoned, you move to a new house. You should not draw water for the new house from the poisoned well. And yet in individualized education, one of our real problems is that we draw our rhetoric, our language, and too often, our techniques from the poisoned well. It is so easy to fall back upon our experience in the disciplines and so difficult to have the students as helpers in digging a new well.

Stage IV: Personal Confrontation

To move beyond *Estrangement*, faculty must confront two unsettling prospects: a change in behavior or a return to traditional programs. A behavior change for many begins with the realization that they are making only half-way modifications in old approaches, leaving themselves and sometimes their students dissatisfied. This realization generally leads to a relinquishing of the role as primary authority in the teaching/learning situation, to departure from the program, or to no action and continued *Estrangement*. Behavioral change also often means using a wider range of instructional resources, and making a sincere effort to determine and then meet student needs, rather than encouraging people to elect one's specialty. Several faculty members seemed to be at *Personal Confrontation* in the interviews.

> I think I know what is really needed now but I'm not sure I'm interested. I didn't spend all those years in school just to be a facilitator. I think I've got something to teach, and I want to *teach* it.

> A lot of us have enjoyed getting this thing going but now that we have created a new role, we're not sure if it's interesting enough to keep us here.

> I came anti-traditional and have had a lot of anxiety over whether I was doing a good job. There is a sense of isolation here that accentuates this concern. Estrangement is a valid stage. It came for me when I got completely bogged down in paperwork. Just to keep up with the new policies was tough. I got angry and frustrated. Another part is the handful of students who don't want to learn and who take too much of your time from the ones who deserve it. I've been experimenting with sending students to other resources but I'm uncomfortable about it. Thus I guess I'm at confrontation. I'm asking myself, "Is this for me?" I find myself withdrawing from faculty meetings. I just want to think about where I'm going.

Personal Confrontation (see Table 4) is an intensive, internal debate, during which some basic values are examined. Anxiety tends to be high; a sense of belonging fluctuates, but mostly, faculty feel a sense of loneliness. Enthusiasm vacillates, while satisfaction is low, though higher than in estrangement, in part because of the individual's recognition of how to begin learning ways to handle the role. Relationships with others are mixed with some close ties often confusing the issue. Program rules and communication channels are increasingly clear.

Many leave the *new professional* role at this point deciding that it is not what they want. For example, two people who have departed observed:

> I found out I really want to do research in anthropology.

> This is interesting, but I am much more interested in being a museum curator.

Others go into administration. Some postpone their *Personal Confrontation* and continue familiar ways and *Estrangement*.

Personal Confrontation is the most important of the six stages because it is the gateway to truly becoming a *new professional*. One faculty member described it as a mountain ledge:

> The faculty member finds himself or herself walking up a mountain ledge. The longer one walks, the more dangerous and frightening it becomes. Just when a faculty member senses what a beautiful view is at the top, there's a wash-out. Some stand still and are filled with abject anxiety. Some return somewhat better off for the climb. However, a few leap across the wash-out and find that the path widens further ahead, though the remaining trip is still uncertain.

Stage V: Discovery

Discovery is the most dynamic of the six stages as faculty explore and develop personal models and styles that work for them (Table 4). It is generally a satisfying stage but one in which returns to *Personal Confrontation* are common. Thus, anxiety tends to be present though a sense of belonging to the individualized program increases. The self/other focus is turning now toward the student with some fluctuation as faculty return to *Personal Confrontation*. Enthusiasm is high and satisfaction increases. Faculty are proud of being a part of the individualized education program.

A major aspect of *Discovery* is the improved flexibility in responding to student needs and interests. This involves learning when to tutor, when to facilitate; and equally important, how. Factors that help this process are: developing relationships with other faculty, administrators, and community resource people; plus improved clarity of program procedures and communication channels. Several comments illustrate Stage V:

> I now have a good feeling about my ability to work with students: to hear what they are saying, to be able to understand them, to help them plan, to know what resources to suggest, and to help them with personal problems.

> I have learned that better is not necessarily novel. I have a box of learning resources that have worked before. When an identifiable type of student comes in, I begin with the still unusual but used ideas.

> I have much more confidence in the students' ability to design their own contracts now. In the beginning, I felt complete responsibility. Now I feel it is a partnership.

Despite the increased confidence of faculty at *Discovery*, common are returns to the discomfort of *Personal Confrontation*. These regressions may come about for a variety of reasons. Some mentioned include: being subject to tenure or promotion review, changes in administrators, new policies that have direct impact, and a deteriorating budgetary situation. For example, at Empire State College in Fiscal Year 1976, restrictions were placed on the Accessory Instruction Fund (out of which community tutors are paid) because the monies were being spent too quickly. One person noted:

> I thought I had finally learned how to be a mentor when *Catch 22* came along. I will get by but this sure makes a traditional teaching job attractive again.

Several others had similar views.

Another type of change might occur within a person. For example, recent research on adult development (Gould, 1972; Sheehy, 1974) indicates that people tend to face personal crises of varying magnitudes throughout life, particularly in the range between the mid-twenties and mid-fifties. These life stages tend to focus one's thinking on developing and revising a personal dream. Since the research to date finds the cycle occurring for men and women in a variety of occupations, it seems likely that *new professionals* are also affected. If so, this could help account for the apparent recurring *Personal Confrontations*.

Stage V *new professionals* are competent and committed but may leave the environment if conditions during any given *Personal Confrontation* are right. However, for Stage VI people, departure is not highly probable.

Stage VI: Commitment

The *new professional* who becomes committed to an individualized education program has low anxiety; such a strong sense of belonging that the program is *home*; a primary focus on others including colleagues; high enthusiasm; and a deep sense of satisfaction (Table 4). Stage VI faculty are often able to work with a great variety of students and can synthesize cognitive and affective learning. Relationships between them and faculty and administrative colleagues are warm. Program rules and communication channels pose few mysteries.

Stage VI *new professionals* are interested in regularly re-examining current personal models, exchanging experiences, and trying new techniques for meeting student needs and interests. They are most concerned with the development of full potential: their own, the students', their colleagues', the program. They not only welcome the future, but also believe they will have a potent hand in shaping it. They are confident and effective.

While the preceding description may be a bit overdrawn, there do seem to be people who come close to *Commitment*. One was discussed by a colleague:

> There are some here who think he/she has too many students and repeats certain parts of contracts too often. However, no one can dispute his/her dedication or ability to inspire all kinds of students or his/her concern for all faculty. To me, he/she is the *ideal* faculty member.

Two other people at other institutions described their views. According to colleagues, they may be at Stage VI also:

> I am in love with my job. I never want to leave it. I am with working professional students and faculty who are in touch with the world. They renew my well.

> I am interested in solidifying the personal models I have built up and sharing them with others. I am particularly interested in the affective area...my anxiety level is still high but for totally different reasons. I represent the college to students and I never want to let one down...I am enjoying this work now, I think it is possible, and I never want to leave. Part of the change is learning how to tap into resources. On one hand, I constantly see new dimensions for the job; and, on the other, I can manage. It is a stimulating and rewarding challenge.

VIII. THOUGHTS ON THE STAGES OF NEW PROFESSIONAL DEVELOPMENT

The research on Empire State College mentors between 1973 and 1975 did not look specifically for stages of development. The stages percolated from the data. However, in the 1975-76 study, there were Faculty Questionnaire and interview items designed to test out the initial theory. The preceding shows that the interviews found much evidence at several institutions. In fact, though a great many Empire mentors commented on aspects of the theory, not one suggested it was generally wrong. Most common was the view: "I can easily see myself in the stages." This was also true at several other institutions for people deeply involved in *new professional* roles. In addition, analyses of the Faculty Questionnaire for Empire mentors indicate significant concurrence with the theory on six of eighteen variables: the longer the involvement in the program, the greater the likelihood of change in the predicted direction (Table 5). On only three variables — clarity of policies (e.g., on promotions), clarity of communication channels, and positive climate for faculty — are the amount of time a faculty member has been around, and the direction of change suggested by the theory reversed. Even here, the nonconcurrence is to a small degree. Thus, the new data seems to confirm that there are indeed stages that people go through as they adapt to *new professional* roles.

Another question that remained after the 1975 report was whether the stages apply only for people coming into a new institution. As modified in the preceding section, the stages seem to hold also for people joining an established individualized program. However, through such mechanisms as orientation workshops, working with senior faculty colleagues, and distribution of research reports on the *new professional* role, the stages of *Orientation* and *Estrangement* can be shortened and made less severe. Several Empire mentors noted this. For example, one said:

> The mentor report did not save me from some hard times but it did help me to know that I will probably make out. Also, the New Mentor Workshop was great because I arrived knowledgeable at my new job. Three or four experienced mentors have said they wished they could have had as much preparation.

In summation to this section, it seems useful to present a paradigm for the stages of *new professional* development (Figure 1). While it may not be the last word on the subject, it represents an advance from the one-way ladder presented in the earlier reports by this author in 1975.

The first stage, *Exploration,* is represented by a circular track on which faculty *travel* as they dabble in individualized content and modes. At any time, a faculty member can make a short and easy return to comfortable and known roles. However, some will make a noticeable, often difficult, jump across the gap to *Orientation,* the first binding step to becoming a committed *new professional.* The *Orientation* stage is fairly short and almost always leads to some kind of *Estrangement.* A few people, in fact, claim never to have felt any of the feelings common to *Estrangement,* but most describe it as a time of wondering why they ever made the jump into individualized education. The *Estrangement* stage is eventually interrupted by a short, extensive *Personal Confrontation* where the decision is to opt for the now longer track back to former roles or make another noticeable jump: a change of behavior from the role as primary authority to one approaching partnership in the learning process. This is true birth of the *new professional.* Some people are unable to make either decision and return to *Estrangement.*

The *new professional* now begins another circular stage, *Discovery.* This is a dynamic positive learning experience, except when interrupted by occasional regressions to *Personal Confrontation.* Again, if no decision can be made, a reversion to the depths of *Estrangement* is possible. However, for most, the *Personal Confrontation* interruptions become fewer as time goes on, and eventually, for some, another noticeable jump can be made to *Commitment.* This final stage is also dynamic. However, it is reached only when someone makes the decision to make the *new professional* role their lifetime career. The program becomes *home,* and life and work become one. Thus, there are no return loops at Stage VI on the paradigm.

There are no apparent variations in the stages by sex. Though older people seem less likely to undergo the severe aspects of *Estrangement,* age is not a major factor either. As noted earlier, the stages

seem to hold up across the various Empire State locations and for many people at other institutions who have been deeply involved in individualized education. Thus, as long as two elements are present — an intense one-to-one relationship to students where faculty members *share* responsibility, and a perception that the role is uncommon — the stages hold.

TABLE 5

Relationship Between Number of Years at Empire State College and Predicted Changes in Mentors

Individual Dimension	Predicted Change Over Time[a]	Faculty Questionnaire Finding[b]
Personal anxiety	decreasing	decreased
Sense of belonging to the program	increasing	increased[c]
Amount of thinking about myself and my future (introspection)	decreasing	decreased
Personal sense of satisfaction	increasing	increased[c]
General enthusiasm	increasing	increased
Relational Dimension		
Positive feelings toward faculty colleagues	increasing	increased[c]
Positive feelings toward center administrators	increasing	increased[c]
Positive feelings toward other administrators	increasing	increased
Flexibility in style of working with students	increasing	increased[c]
Positive feelings toward students with interests different from my own	increasing	increased[c]
Institutional Dimension		
Clarity of policies	increasing	decreased
Clarity of communication channels	increasing	decreased
Overall faculty participation in decision-making	increasing	increased
Overall faculty influence on decisions	increasing	increased
Learning resource availability	increasing	increased
Learning resource usefulness	increasing	increased
Positive climate for faculty	increasing	decreased
Amount of secretarial support	increasing	increased

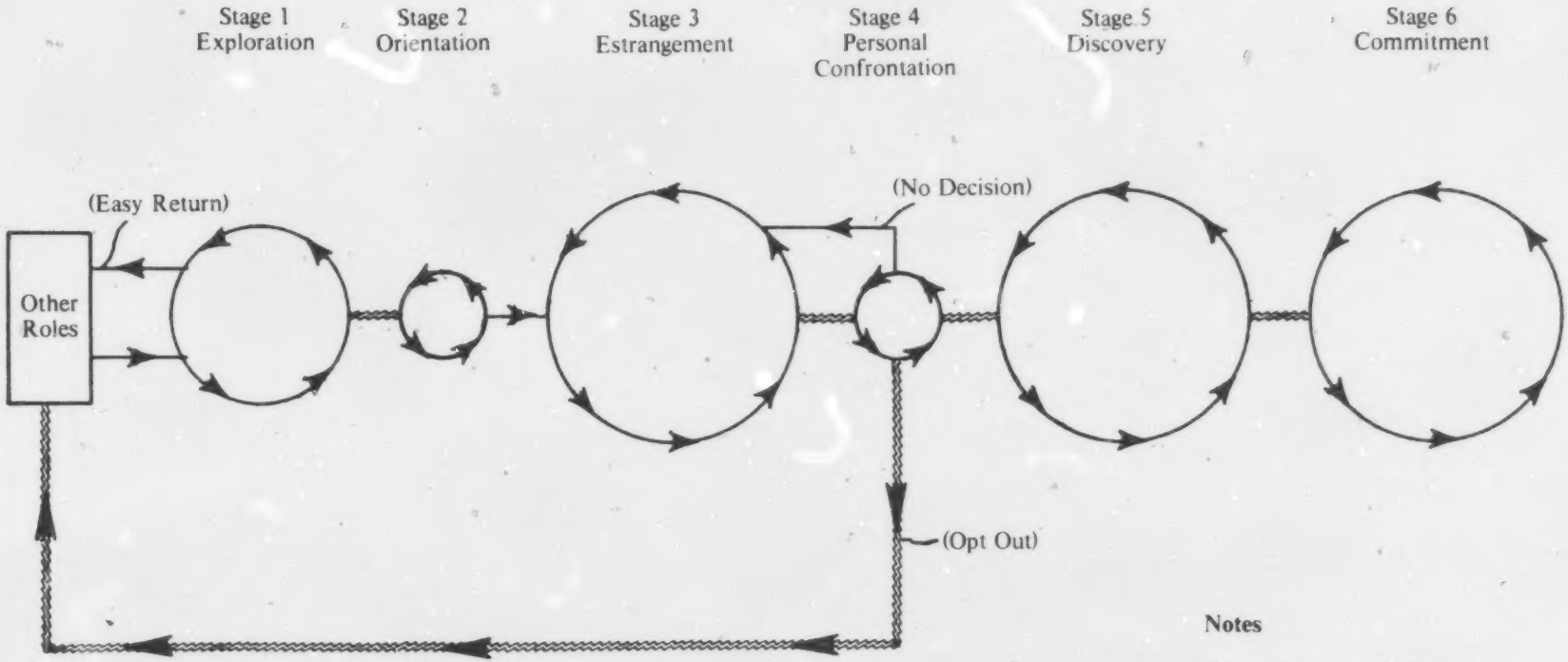
[a]The theory is complex on some of these variables and, in fact, suggests changing directions depending on a person's stage. However, the general predicted direction of change is listed in this column.

[b]Based on one-way analysis of variance for Empire State College responses (n=73).

[c]F significant at .05 level.

FIGURE 1

Stages of New Professional Development: A Paradigm



Notes

Size of circle indicates relative amount of time spent in stage

indicates resistence, a noticeable and often difficult step

indicates the line of least resistence

IX. PERSONAL MODELS OF BEHAVIOR FOR NEW PROFESSIONALS

The key to moving into stages five and six of *new professional* development is learning personal models that seem to work effectively. Faculty in classrooms also develop personal models, or styles. However, unlike classroom styles that seem to come about almost naturally from years of observing others, most individualized education faculty styles result from focused thought and conversations with others.

> I really did not know what I was doing here so I asked _____ _____ to help me. He felt the same though he had been around longer. We both started trying different things: co-mentoring, lots of tutorial, no tutorial, etc. Now I know what seems to work best for some kinds of students. For others, I still have to explore.

Another way to promote development of styles for faculty in individualized education seems to be workshops. The Center for Individualized Education has sponsored several in the past year at Empire State College. A few commented on their effect:

> The best part of the New Mentor Workshop was that before I had even seen a student, I had begun to think about ways of relating to them. I know from talking with other mentors here that they did not have that advantage.

> The Evaluation Workshop helped me a lot because I had time to talk with people about identifying and using different means of evaluation. I now feel comfortable with a greater range of students.

The following section discusses eight common styles or ways of relating to the role for faculty in individualized education. The styles are organized under two basic headings: tutor and facilitator. These can be thought of as poles of a continuum. However, *no one person interviewed is a perfect example of a given type for all faculty display features of several styles in their work.* However, *new professionals* do tend to cluster around a set of identifiable characteristics depending on their experience, personality, awareness of other styles, and various environmental factors, such as, availability of external resources. These clusterings are the *new professional* styles discussed briefly here and summarized on Table 6.

Tutor Styles

People exhibiting the four "tutor" styles tend to use themselves as the primary learning resource. Thus, one-to-one sessions are often regular and lengthy.

Tutor/Content

The tutor/content style is common at virtually all institutions visited, especially for faculty in the first four stages of *new professional* development. However, some people also find this to be the appropriate model for them in later stages. The style features one-to-one teaching often in lengthy sessions with students. Usually the academic content is similar to that of the classroom.

> I have attempted to analyze more clearly where I think the priorities are in working with students and using student feedback. I also have tried to see where I differ from other faculty. I apparently do a lot more tutorial. For example, one student takes two hours every time for contract discussion.

> The student says he is getting more from me than from previous advisors. I guess it is my attention to teaching content.

TABLE 6

New Professional Styles

Tutor Styles	Description	Advantages	Problems
Tutor/Content	much time face-to-face discussing academic work with discipline focus	can focus content to student needs	takes much time; difficult to handle many students; faculty worry about going beyond competence
Tutor/Counselor	much time face-to-face discussing personal as well as cognitive growth	students receive assistance in linking personal with academic concerns	there can be a tendency to drift away from content areas
Tutor/Model	much time face-to-face discussing academic work with illustrations drawn from faculty personal experience	can be especially rewarding to faculty members	requires much understanding of personal strengths and weaknesses by faculty; can be exhausting
Tutor/Evaluator	much time face-to-face going over student products	students can see progress in tangible ways; student always prepared	can be exhausting; requires much worktime with and away from students
Facilitator Styles			
Facilitator/Content	little time face-to-face after initial planning; learning activities tend to be in disciplines	can work with many students	over a period of time, faculty sometimes begin to become bored
Facilitator/Experiential	little time face-to-face after initial planning, much use of outside resources that give students practical experience	faculty always learning; students get real experience	linking to outside resources takes much time and requires support
Facilitator/Model	involves inviting students into faculty lifestyle away from work and building this into the studies	sometimes can work with uncommon students when other faculty cannot	ensuring that a student's program has direction and academic content
Facilitator/Evaluator	little time face-to-face except during planning and evaluation sessions which involve discussion of student products at off-campus site	students get practical experience but are stringently evaluated during it	may take much faculty time

> I don't use outside resources a great deal. In some form or another, I usually work in my specialty. This takes a lot of time with students, but I find that it is worth it.
>
> If a student can make the class, great. If not, I can work in one-to-one conferences on the same material. For good students, it is not that difficult.

The two major problems for tutor/content faculty are the time involved, which may limit the number of students that a faculty member can effectively serve, and concerns about extending beyond the edge of competency. Together, such constraints militate against these people working effectively with several students at a time, particularly if the students have a wide range of interests. One representative interview comment explains:

> I am very good at tutorial but I have twenty-six students now. I used to meet weekly with every student. Now I am lucky to make it every two weeks and I am frightened that I am not doing a good job because some are in areas I haven't studied for years. I hope they [the program administration] will find a way to give me a workload reduction. I really love the job.

A big advantage to the style is that a few students can receive an extraordinary amount of attention focused in the areas of their needs.

Tutor/Counselor

The distinction between tutor/content and tutor/counselor is in substance more than in form. Tutor/counselors also spend much time in one-to-one conference, but the orientation is often to personal as well as cognitive growth. They often talk about matters in a student's personal life and use the information gained to build in appropriate content. Many people utilizing this style have professional counseling training and experience. Some comments that help explain the style include:

> I see a lot of young men and women in their twenties who are undergoing internal conflicts. Also, there are many older students looking for fulfillment. I get involved much like a father and try to build their studies around these real concerns.
>
> I try to be a whole human being in dealings with my students. I find counseling techniques constantly clarifying problems. Once I know where a student is coming from, we can write up the contract and I can move into a student advocate role.
>
> I try to create a relaxed environment in which a student's self-confidence will grow. Then I sneak in theory.
>
> To me, the affective area is most important. I try to help students feel good about themselves. If that happens, they will learn.

The tutor/counselor style can be exhausting for faculty because once it is clear that these faculty members will listen, students introduce all sorts of concerns to discussions. A danger is that academic content can be given too little attention. Most faculty are conscious of this and do not allow the situation to occur. For example, one conversation observed involved a student with a job concern. The faculty member discussed possible options and then suggested some academic materials to read that might help with the dilemma. As faculty describe the style, that type of response seems common. As one noted:

> I ask: "What are you doing with your life?" Student answers, and questions then make it possible to tailor their program.

The tutor/counselor is a fairly unusual style. Older and experienced faculty seem to be most likely to find it comfortable. For some students, it seems to be the only effective approach.

Tutor/Model

The tutor/model feels a powerful responsibility to display work habits and a learning style that students will emulate. This may sound presumptuous, but the style simply is a representation of something many have observed: students tend to remember well only a few teachers. Tutor/models tend to use personal experiences as a guide in advisement, degree program planning and completion. For example, a tutor/model often will suggest books he/she has recently read and found meaningful. With shared educational experiences, student conferences become especially meaningful. In evaluation, faculty with this style will try hard to get students to be their own toughest judge. The style can be personally rewarding to faculty as they see students emulate them. Only one quotation from the interviews clearly depicts the tutor/model style:

> My role as I see it is to guide by example. I try to be as close to where I think students should go as possible. Now please don't take that as a conceited statement. I simply mean that I am trying to learn independently along with the student about myself, about others, about the subject, and about life in general.

The biggest problems with this style are that it requires a faculty member with a clear sense of his/her strengths and weaknesses and tends to be exhausting. It is difficult to be a model all of the time.

Tutor/Evaluator

Tutor/evaluators are faculty most effective with students when evaluating products. Thus, they will almost always insist that students bring in something tangible for discussion.

> I find that I can best respond to student interests by discussing a journal or paper. As we work through it, I criticize and suggest things that might make the writing stronger. I also regularly suggest other sources. Now if I had to think up these things ahead of time, I could not do it. They come to me as we go over the work.

An advantage of the tutor/evaluator style is that students can see their growth easily. Another is that students seldom arrive unprepared or, if they do, the conference may be short.

> I had one student show up three times in a row with no paper. After five-ten minutes, he was on his way. When I used to teach at _____, I could not do that. Why should I bust my tail if the student makes no effort.

Another approach is to develop quizzes for discussion each time a student visits. Again these help ensure that the student will be prepared and help focus the discussions:

> In content areas, I often make up eight to ten completion-type questions ahead of time. I give the student ten minutes to fill in answers and then we discuss them. Though the quiz is not for a grade, it focuses on the things I think are important. If students want to talk about other things, that's great too.

Tutor/evaluators tend to be producers themselves. That is, they seem to write and publish more than their colleagues. There seems to be no consistent demographic characteristic — age, sex, etc. — or commonality in type of background. Most like the one-to-one teaching situation though they find time a problem.

In summation to the four "tutor" styles, all require much one-to-one discussion with students, sometimes weekly meetings of an hour or more. Faculty using these styles find the work intensive, but generally satisfying, because they become close with students. Major concerns are with workload and quality, for tutors tend to fear approaching the edge of competency, particularly when handling a large number of students.

Facilitator Styles

Facilitators spend much less time in one-to-one sessions with students than people with tutor styles. Instead, they try to help students identify and tap other resources. Conferences, then, are often fairly short and procedural.

Facilitator/Content

This broker-like style of relating to the *new professional* role is common in many individualized programs. Faculty using it meet with students primarily to discuss where a student may find appropriate books, articles, films, and the like to meet content needs. After the initial planning sessions, the faculty member usually stays out of the way. The focus is on identifiable content treated as in traditional academic disciplines.

> I guess I don't have an agenda other than to photocopy a lot of curricula. I give these to students and have them choose what they want, if anything.

> I will not force anyone into a standard program. However, I do want every student to identify books to read that relate to the chosen content area.

> I have a philosophy about freedom: the essence of freedom is to have a choice. The teacher's job is to ensure that the student has information about the range of choices and then they can formulate their own decisions.

People with facilitator/content styles are often young and still in or recently out of graduate school. They sometimes can work with a large number of students. For example, at Empire State College, some people who seem to have this style serve as many as thirty-five to forty students at a time. They often have a stable of outside tutors who regularly meet with and discuss learnings with students. Also, these faculty sometimes make extensive use of learning modules that present a variety of options to students within a contract framework. One problem sometimes experienced is faculty tending toward boredom because of minimal intellectual involvement with the content areas.

Facilitator/Experiential

This style is the complement to tutor/counselor for faculty using it tend to be as concerned about students' personal growth as about cognitive development. Thus they try to help students identify and tap into experiential learning activities: internships, work-study, perhaps travel, and the like. A major aspect of the role for faculty with this style is developing and maintaining linkages with people in the community. Faculty enjoy this learning experience, but it can have important workload consequences.

> I spent about half of a year just getting plugged into this area. It was murder but when students come to me now, I can pick up the phone and put them with community agencies, hospitals, government, business. That's where students really learn.

> One thing I've done is start a resource file [points to it]. When I hear of things, I pop them into it. The complexity, however, is enormous.

Despite the organizational problems, people who use this style seem committed to it:

> As an undergraduate, I spent a summer working in Europe and living with a family. I learned more in those few months than in all the rest of my education put together. That's what I want for my students.

> I try to identify with the student the kinds of readings and, most important, experiences that will be meaningful to the student. I don't believe in imposing my views. The learning will not be internalized if it does not reach them and help them grow.

> My agenda is simple: if you are going to learn, you must feel something; to feel it you must experience it; to experience it completely you must choose it. Thus, I try to present sound choices and be ready to discuss them.

Facilitator/Model

The facilitator/model is rare though a few faculty members interviewed seem to fit the mold. The style of one was described by another faculty member who noted:

> _____ seems to be able to work effectively with students when no one else can: drop-outs, anti-establishment types, etc. He/she invites them to share his/her lifestyle which is an interesting one.

People using a facilitator/model style tend to be active in affairs outside of the individualized program and have a wealth of contacts. They often help students develop highly creative packages which may involve several different content and mode options. The biggest problem is ensuring that there is direction and academic content in the student's program. Another facilitator/model described the style as follows:

> I am more conscious of how to conceptualize my role and what I am trying to do with my students. I am a model. I think that because I have always learned from models, I try to be one. In this program, I am different from in a classroom. Rather than be a model of intellectualization, I try to be a model of individualization. That is, to really comprehend individualized learning, you must experience constantly the role of learner. My most satisfying moments come when students say: "I am going to try to do this with my students, or family, or whatever."

Facilitator/Evaluator

A facilitator/evaluator can lead a hectic existence because the style calls for regular visits with students wherever they are. Often these faculty place students into internship situations and visit them much like practice teachers. After a site visit, they meet to discuss observations and recent products with the students. One described the style this way:

> I go out to observe and critique people in the field five to ten times a contract. That means travel time, an hour or more on site, and return time. I also require them to keep a log for periodic inspection and discussion. This helps both of us as to get a sense of how they are doing.

The problem with such a style is mainly in the amount of work required of faculty who must be in the field a great deal. This may be offset through the advantage gained by the students who receive regular evaluation at the site of their learning experience. Overall, the facilitator/evaluator differs from the tutor/evaluator primarily in the nature of the content evaluated. For the facilitator/evaluator it is usually logs or papers plus observations of learning from experience discussed off-campus. For the tutor/evaluator, the material is usually logs or papers discussed at the faculty member's office. The student products may describe experiential learnings. The key to both is the requirement of a product.

In summary to this section, all of these eight styles can be effective. Each style has advantages and some problems. For an administrator in individualized education, it should be useful to learn what is the most common style of each faculty member in his/her program. Knowing may help in making assignments of students, allocating workload, and the like. For example, a facilitator/content faculty member may need periodic challenging committee assignments or leaves to maintain his/her zest for the job. Another example, a tutor/model may work best with students looking for direction.

There is much more to be learned about *new professional* styles. Virtually all faculty who have been in the role for any length of time have thought about what generally seems to work best for them and what works with given types of students.

X. SUMMARY AND FINAL OBSERVATIONS

A recent and important element of postsecondary education is programs devoted to individualized education. In individualized education programs, the attention is on student needs and interests as articulated by them in face-to-face discussions with faculty. These programs exist as institutions themselves and as parts of established and new institutions. The programs can be characterized according to the amount of flexibility allowed students on five important dimensions: content, mode, place, evaluation, and time. A program with much flexibility in content allows students to develop a wide range of content options. Similarly, flexibility in mode refers to the number of institutionally acceptable ways to learn the content. In a program with much flexibility in place, students may carry out their studies primarily on the site of their choice. Programs that allow many alternative ways to demonstrate learning and/or competence have a high degree of flexibility in evaluation. Finally, flexibility in time refers to the degree of control given students in choosing their educational schedule: starting time, formal meeting times, ending time. This report used the five flexibility framework in looking at ten programs of individualized education. Although there were few direct comparisons, the framework makes it possible to see differences and similarities among the programs.

The major focus of this study is on the faculty involved in individualized education. These faculty are labelled *new professionals* because of the uncommon way in which they carry out many of their role activities, e.g., one-to-one conferences with students. Five categories of activities help distinguish the particular role at each of the ten individualized education programs visited: degree program design, learning activity selection, learning activity monitoring, learning-evaluation, and advisement. While these role activities are carried out exclusively by one person in only a few programs, all take place in any individualized education program.

The uncommon nature and intensity of the *new professional* role helps cause faculty to go through stages of development. The first stage is *Exploration* in which faculty from other programs try out the individualized education role. A second stage is *Orientation* which is a brief, euphoric time of high excitement for people new to serious involvement in an individualized education program. To get out of *Estrangement* which tends to be characterized by an over-reliance on old ways of relating to students, faculty must enter a fourth stage, *Personal Confrontation.* In stage four, faculty either decide to change behavior, return to more traditional faculty career strands, or find that they cannot make a decision and thus return to *Estrangement.* For those who decide to explore new ways, stage five, *Discovery,* is the next step. *Discovery* happens when the *new professional* is truly *born* as he/she experiments with a variety of ways to serve students while sharing the decision-making with them. It is a dynamic period of growing competence, interrupted occasionally by returns to *Personal Confrontation.* For some, there is a stage six, *Commitment,* in which individualized education ...s become *home* for the *new professional.*

An important element of moving into *Discovery* is the identification and solidification of personal models or styles that seem to work for a given *new professional.* While no one uses any one style all of the time, there seem to be two general types — tutor and facilitator — each with sub-types. The tutor styles all involve much time one-to-one with students. The tutor/content style features traditional subject matter taught in one-to-one conferences. Tutor/counselors tend to focus on matters of personal concern to students in addition to cognitive material. Tutor/models relate material to their own experience. Tutor/evaluators find that discussion of tangible student products is an effective way to operate.

The four facilitator styles do not involve as much one-to-one discussion, especially after the initial planning of learning activities. Facilitator/content *new professionals* tend to work in traditional subject matter areas using outside learning resources as their primary tools. People with facilitator/experiential styles similarly use outside resources while focusing on areas of personal development in addition to the cognitive. Facilitator/models are rare but tend to invite students to share a part of their generally active lives and build this into the formal learning in often clever and exciting ways. Finally, facilitator/evaluators tend to spend much time in the field observing students in internships, normal work situations, etc. They look for evidence of learning in the performance of students.

Final Observations

It is unclear at this time where the individualized education movement is heading. After a brief euphoria of birth and rapid growth, individualized education programs appear to be in a period of stabilization. Examples of this abound. Empire State College faces a mandate of little or no growth after going from nothing to thirty-five hundred students and over thirty locations between 1971 and 1975. Several University Without Walls units have undergone close examination by their host campuses. The Community College of Vermont had to endure a legislative debate in early 1976 on an issue that would have seriously altered its administrative control. The External Degree program of the University of California system has been abandoned. Recently, the Regents of New York State, a group which has been instrumental in promoting individualized education, have called for a re-assessment of innovative efforts and for innovative graduate options to be developed by well-established institutions. Other states and regional accrediting agencies are moving in similar fashion (Hefferlin, 1974). Thus, whether there is indeed an active individualized education movement is in question. However, certain evidence exists that the current stabilization may be a consolidation which will lead to new developments. For example. Peralta Community College, a new individualized comprehensive college is apparently doing well in the same state where the University of California External Degree Program was eliminated. Educational brokering services that help advise adults on the full range of educational opportunities are flourishing. The granting of advanced standing for demonstrated non-formal learning is now common with hundreds of institutions having the option. Learning contracts are in use at over two hundred institutions (Berte, 1975). All of these indications plus others cited in the report seem to show that individualized education has taken hold.

There are still some persistent problems to be tackled. A major one is workload. No matter how experienced a person is in an individualized program, the nature of one-to-one meetings is sometimes exhausting. While this is often counter-balanced by the satisfaction of close personal relationships with students, it remains a serious problem mentioned at all programs visited. If ways are not found to mitigate *burn out*, the various *new professional* roles will never reach their potential in postsecondary education. Ways to keep people vigorous include regular professional leaves to sharpen disciplinary skills; faculty internships in business, government, and college administration; assignments as trainers of community faculty; and the like. In short, *new professionals* need professional development activities as much as any other faculty member, and perhaps more. The role is complex and, as the stages of development section indicates, can be draining.

Another apparent problem is accentuated by the newness of the various programs. *New professionals* naturally want to do quality work but are sometimes unsure as to precisely what this means. That this concern appears to be diminished at Empire State where in the past two years much effort has gone into the question seems a sign that the problem may not be a permanent one. Perhaps many programs will have to put in the kind of focused attention to defining quality work that Empire State has made in local and college-wide workshops. The Center for Individualized Education has made a great contribution to these deliberations by sponsoring some, and identifying expertise for others.

A third problem area for *new professionals* is their need of support services: a myriad of learning resources, psychological counseling agencies for referrals, and the like. If faculty are to serve many students effectively, much support is essential. To date, adequate dollars and/or knowledge of where to spend them have proved formidable stumbling blocks to the development of comprehensive, accessible learning resource programs. Furthermore, contributing to the complexity of the support services problem is the tendency of faculty to want to do most everything alone. Only when faculty reach the upper stages in development do they commonly look for outside help. Since this tendency contributes to the workload problem, individualized education programs are wise that not only make a variety of learning resources available, but also have workshops on how to use the resources.

A fourth problem area should be obvious from even a casual reading of this report: training programs for *new professionals* are either non-existent or formative. This leads to often slow adaptation to the new role with resultant discontent, anxiety, and self-doubts. The problem is especially acute for part-time faculty drawn from the community. Through workshops in which more experienced *new professionals* share their learnings about the role, the adaptation problems can be lessened. However, skill-development workshops, to be truly effective, require far more than shared knowledge of experienced faculty. Outside facilitators may also prove essential as will exercises in which participants role-

play. The Center for Individualized Education has been conducting such workshops now for two years and is developing formats found effective by many.

Still another problem is the reward structure for *new professionals*. At Empire State where faculty spend all of their time in the individualized role, the question is how to weight and evaluate performance in the various role elements. The College has spent much time and effort in this task. However, in programs where faculty are *borrowed* from other parts of a *home* institution, the problem can be severe. Often these faculty have to donate time, sometimes at the risk of being viewed unfavorably by their regular department. One administrator even suggested that he advises non-tenured faculty against involvement. Thus, finding ways to remunerate faculty and to use their contributions in decisions on promotion is a major problem facing the individualized education movement.

Some future research efforts are needed for a more complete understanding of the role and impact of *new professionals*. One particularly important area is part-time faculty. Part-timers are becoming more common in conventional programs, but they are often the backbone to individualized education programs. Research is needed soon to determine who are these people; what they do; why; how effective they are; and problems they experience.

Another fruitful area for research concerns the styles identified earlier in this report. For each tutor and facilitator style, it will be helpful to *new professionals* to know with what kinds of students a style works best; the characteristics of faculty who find a particular style best for them; how to learn the style, etc. The Program Effectiveness and Related Costs (PERC) research efforts, being carried out at Empire State and other colleges, should be helpful in answering these and other remaining questions about *new professionals*, including some major ones related to the overall quality of individualized education programs.

A third type of research that should prove enlightening is a set of case studies on a small number of *new professionals*. Cases can provide the depth necessary to truly understand the intensity of the *new professional* role. Case studies will also demonstrate the efficacy of the theories on stages of development and styles by giving extended personal accounts.

How important is the individualized education movement? Despite impressive growth in recent years, there are still only a few thousand students and a few hundred *new professionals* at most. However, a large majority of the students are adults, a group that will have an increasing proportion of the total enrollment in postsecondary education in coming years. Adults seem to respond well to the rigors of individualized education. Thus, many institutions may add *new professionals* in the future.

The past three years of talking with, questioning, and observing *new professionals* indicate that the role should not be a fleeting phenomenon. *New professionals* are an extraordinary group of people who fit no stereotypes. They come from a variety of backgrounds — traditional teaching, counseling, business, community agencies, research — and have a huge range of serious interests. Many *new professionals* put in fourteen hour days or more at their offices. Some are excellent researchers. A few are top quality counselors. Many are superb in a classroom situation. In short, *new professionals* are often the kind of people who fit the description of master teacher. Individualized education programs are a challenging medium for master teachers.

REFERENCES

Axelrod, J. *The University Teacher as Artist: Toward an Aesthetics of Teaching with an Emphasis on the Humanities.* San Francisco: Jossey-Bass, 1973.

Berte, N. *Individualizing Education Through Contract Learning.* Tuscaloosa: University of Alabama Press, 1976.

Birenbaum, W. *Overlive.* New York: Dell, 1974.

Blackburn, R.T. "The Meaning of Work in Academia." *Assessing Faculty Effort: New Directions in Higher Education, No. 2.* Ed. J. Doi. San Francisco: Jossey-Bass, 1974, pp. 75-97.

Bradley, A.P., Jr. "Faculty Roles in Contract Learning." *Learner-Centered Reform: Current Issues in Higher Education, 1975.* Ed. D. Vermilye. San Francisco: Jossey-Bass, 1975, pp. 66-74.

Bradley, A.P. Jr. *The Empire State College Mentor: An Emerging Role.* Saratoga Springs, N.Y.: Empire State College Research Series, 1975.

Carnegie Council for Higher Education. *Invisible Colleges: Profile of Small Private Colleges with Limited Resources.* New York: McGraw-Hill, 1972.

Chickering, A.W. *Education and Identity.* San Francisco: Jossey-Bass, 1969.

Clark, F.T. *New Academic Programs/New Professional Roles: A Description of Individualized Education and Faculty Development at Eight Institutions.* Saratoga Springs, N.Y.: The Center for In 'ividualized Education, 1975.

Dubin, R. and T.C. Taveggia. *The Teaching-Learning Paradox: A Comparative Analysis of College Teaching Methods.* Eugene, Oregon: Center for Advanced Study of Educational Administration, 1973.

Feldman, D.A. and T. Newcomb. *The Impact of College on Students, Vol. 1.* San Francisco: Jossey-Bass, 1969.

Gaff, J.G. "Making a Difference: The Impact of Faculty." *Journal of Higher Education,* Vol. XLIV, No. 8, Nov. 1973, pp. 605-622.

Gaff, J.G. *Toward Faculty Renewal.* San Francisco: Jossey-Bass, 1975.

Gaff, J.G. and R.C. Wilson. "Faculty Cultures and Interdisciplinary Studies." *Journal of Higher Education.* Vol XLII, No. 3, March 1971, pp. 186-201.

Gould, R.L. "The Phases of Adult Life: A Study in Developmental Psychology." *The American Journal of Psychiatry,* Vol. 129, No. 5, Nov. 1972, pp. 521-531.

Gould, S. and P. Cross, *Explorations in Non-Traditional Study.* San Francisco: Jossey-Bass, 1972.

Hefferlin, J.B. "Avoiding Cut-Rate Credits and Discount Degrees." *Planning Non-Traditional Programs.* P. Cross, and J. Valley. San Francisco: Jossey-Bass, 1974, pp. 148-174.

Heidinger, R.B. *Faculty Activity Analysis in a Modularized, Self paced, Mastery Environment.* Ann Arbor, Mich.: Formative Evaluation Research Associates, 1974.

Jacob, P. *Changing Values in College.* New York: Harper and Row, 1957.

Jenny, H. and G.R. Wynn. *The Golden Years: A Study of Income and Expenditure Growth and Distribution of 48 Private Four Year Liberal Arts Colleges-1960-68.* Wooster, Ohio: College of Wooster, 1970.

Johnson, J.N. *University of Minnesota Faculty Participation in the University Without Walls:* Monograph I. Yellow Springs, Ohio: Union Press, 1975.

Master Plan 1972: Empire State College. Saratoga Springs, New York: Empire State College, 1972.

McDonald, G.B., ed. *Five Experimental Colleges: Bensalem, Antioch-Putney, Franconia, Old Westbury, Fairhaven.* New York: Harper and Row, 1973.

Medsker, L., S. Edelstein, H. Kreplin, J. Ruyle, and J. Shea. *Extending Opportunities for a College Degree: Practices, Problems, and Potentials.* Berkeley, Calif.: Center for Research and Development in Higher Education, 1975.

Office of Research and Evaluation. *How Long to Graduate: Bullet #2.* Saratoga Springs, N.Y.: Empire State College, October, 1975.

Office of Research and Evaluation. *ESC Enrollment by Residence: Bullet #5.* Saratoga Springs, N.Y.: Empire State College, December, 1975.

Palola, E.G. and A.P. Bradley, Jr. *10/30: Case Studies on Ten of the First Thirty Empire State College Graduates.* Saratoga Springs, N.Y.: Empire State College, 1973.

Palola, E.G., T. Lehmann, A.P. Bradley, Jr., and R. Debus. *PERC Handbook.* Saratoga Springs, N.Y.: Empire State College Research Series, 1977.

Proposal for a Faculty Development in Individualized Education Project. The University Without Walls, University of Minnesota, Minneapolis, Minn., March, 1976.

Sanford, N. ed. *The American College: A Psychological and Social Interpretation of Higher Learning.* New York: John Wiley, 1962.

Sheehy, G. *Passages: Predictable Crises of Adult Life.* New York: Dutton, 1974.

Taylor, C.E. *Planning an Urban Experimental College: A Case Study of the College of Public and Community Service.* Unpublished doctoral dissertation, Rutgers University, New Brunswick, N.J., 1975.

Valley, J. and P. Cross. *Planning Non-Traditional Programs.* San Francisco: Jossey-Bass, 1974.

Vermilye, D. *The Expanded Campus: Current Issues in Higher Education, 1972.* San Francisco: Jossey-Bass, 1972.

Vermilye, D., ed. *Lifelong Learners-A New Clientele for Higher Education: Current Issues in Higher Education, 1974.* San Francisco: Jossey-Bass, 1974.

Vermilye, D., ed. *Learner-Centered Reform: Current Issues in Higher Education, 1975.* San Francisco: Jossey-Bass, 1975.

Webster College Role and Scope Statement. Webster Groves, Missouri: Webster College, May, 1975.

Wofford, H. "New York College at Old Westbury." *Educational Record.* Vol. 51, Winter, 1970, pp. 34-44.

APPENDICES

Appendix A

Faculty Questionnaire
Office of Research and Evaluation
Empire State College

Webster College

Dear Faculty Member:

The recent emergence of programs featuring individualized education has concurrently led to the emergence of nontraditional roles for faculty. Who are the new professionals, what do they do, why, what do they think about their role, how do they change, and what are some of their problems: these are some important questions. However, there is to date almost no systematic data available. Thus, the new professionals are the focus of this research effort co-sponsored by the Danforth Foundation Center for Individualized Education, the HEW Fund for the Improvement of Postsecondary Education, and Empire State College.

I hope you will take the 15-20 minutes necessary to complete this questionnaire. It is an essential part of multiple perspective strategy which also includes interviews, observation, and participation as a part-time mentor here at Empire. Since there are still not many faculty engaged in individualized educational programs, each questionnaire response is vital. I will, of course, make a number of complementary copies of the final report available at each institution with participating faculty.

Note that the questionnaire is **anonymous.** No attempt will be made to relate any response with an individual.

Please return your completed questionnaire and such comments as you may wish to add in the enclosed envelope. Thank you.

Sincerely,

Ernest G. Palola
Office of Research and Evaluation
Empire State College
Saratoga Springs, New York 12866

The term **Program** is used throughout this questionnaire to denote the particular individualized setting in which you reside. Unless your entire institution is individualized (e.g., the many parts of the Community College of Vermont), please answer only about the individualized unit with which you are associated. Examples of "programs" are **New College** (University of Alabama), **Empire State College, Contract Center** (Webster College), etc.

I. SOME BACKGROUND QUESTIONS

1. Your Individualized Program (e.g., New College, University of Alabama):

   Webster 34

2. If you are part of a center or unit within this program, please specify (e.g., Northeast Center, Empire State College):

   _____

3. Are you considered a full-time faculty member in the program? Yes 31%

4. A) Mark **all** types of jobs that you have held for at least a year since earning your bachelor's degree (but not counting part-time work during graduate school):

   B) How many years were you employed in each type of job?

   C) What were you doing immediately prior to taking a job in this program? (Mark the one that best applies):

Type of Job	(A) Have Done	(B) # Years	(C) Did Last
a) teaching in a pre-college program (elementary, secondary)	(29)	_____	(—)
b) teaching in a traditional university or 4 year college	(85)	_____	(58)
c) teaching in a traditional 2 year college	(21)	_____	(—)
d) teaching in a non-traditional 2 or 4 year program	(15)	_____	(4)
e) non-teaching research position	(3)	_____	(—)
f) college or university administration	(12)	_____	(8)
g) non-educational related enterprise (e.g., private)	(21)	_____	(4)
h) counseling	(6)	_____	(—)
i) graduate school or formal post doctoral work	(68)	_____	(13)
j) other non-teaching education related enterprise (e.g., State Education Dept.)	(18)	_____	(—)
k) other (please specify): _____	(29)	_____	(13)

5. The number of students currently assigned to you: a) Full-time 7
   b) Part-time 7

6. On July 1, 1976, how many years will you have been in the program?
   (e.g., 3 ½) _____

7. A) How important was each of the following to you in deciding to become a faculty member in your program? (Please check all that apply)

	Not Important	Somewhat Important	Very Important
a) salary	(76)	(21)	(3)
b) tenure policies	(86)	(14)	(—)
c) large amount of direct, personal, individualized work with students	( )	(48)	(48)
d) chance to work with adult students	(30)	(37)	(33)
e) challenge of being a facilitator through use of a variety of external learning resources	(16)	(45)	(39)
f) challenge of working with students who have a variety of academic interests	(7)	(39)	(55)
g) chance to work with colleagues from other disciplines	(44)	(38)	(19)
h) dissatisfaction with traditional educational methods	(43)	(40)	(17)
i) academic freedom	(57)	(25)	(18)
j) chance to re-orient my career	(75)	(21)	(4)
k) other (please specify): _____	(18)	(—)	(82)

B) Have you been disappointed in any of these expectations?

If so, please explain. Yes 26% No 74%

a) 14 b) — c) 29 d) — e) — f) 14 g) 29
h) 14 i) — j) — k) heavy workload — l) other —

II. ABOUT THE PROGRAM AND YOUR STYLE

8. On the basis of the following features, please compare your program to traditional colleges and universities. (Please check one column for each feature.)

	More Here Than Traditional	About Same As Traditional	More in Traditional
a) level of rigor	(19)	(61)	(19)
b) faculty workload	(59)	(31)	(9)
c) student workload	(23)	(60)	(17)
d) rigor with which students are evaluated	(24)	(52)	(24)
e) opportunities for concentration in a subject area	(88)	(6)	(6)
f) quantity of faculty paperwork	(53)	(33)	(13)
g) amount of student reading	(27)	(53)	(20)
h) amount of student writing	(26)	(48)	(26)
i) amount of student oral presentation	(58)	(29)	(13)
j) faculty influence on decision	(42)	(31)	(27)
k) amount of student library work	(13)	(47)	(40)

9. Please estimate the number of times **in the past month** you have used the following kinds of learning resources in working with students? A

	None	1-3	4-10	11 or more
a) learning modules (organized learning packages)	(78)	(19)	(—)	(3)
b) other faculty in the program with knowledge of the subject area	(44)	(38)	(13)	(6)
c) outside persons (as tutors adjuncts) from other programs or institutions	(53)	(38)	(6)	(3)
d) courses in other programs or institutions	(61)	(36)	(3)	(—)
e) correspondence courses (e.g., SUNY Independent Study)	(94)	(3)	(3)	(—)
f) special short-term residencies (e.g., Women Studies weekend residency)	(81)	(13)	(7)	(—)
g) on-the-job experience	(41)	(41)	(9)	(9)
h) field experience, internships	(49)	(27)	(18)	(6)
i) other learning resources made available through special arrangements (e.g., museums, galleries, etc.)	(45)	(42)	(13)	(—)

10. A) What is your **normal** style in helping students develop readings and other activities? (Please check the one that **best applies** since none will fit perfectly.)

a) I select almost all student readings and/or other learning activities. (3)
b) I select most student readings and/or other learning activities. (13)
c) The students and I together select readings and/or other learning activities. (63)
d) The students select most readings and/or other learning activities. (13)
e) The students select almost all readings and/or other learning activities. (6)
combined (3)

B) Has your style of helping students develop readings and other learning activities changed in significant ways while in the program? If so, how?

Yes 12%

11. A) How do you and your students relate during get-togethers? (Again, please check the **one** statement that **best applies**.)

a) When the students ask questions, I almost always try to answer them. (9)
b) When the students ask questions, I generally try to answer them. (3)
c) My style varies. When students ask questions, I sometimes try to answer and sometimes direct them to other sources. (75)
d) When students ask questions, I generally challenge them to seek out the answers for themselves. (6)
e) When students ask questions, I almost always challenge them to seek out the answers for themselves. (—)
combined (6)

B) Has this aspect of your style changed in significant ways while in the program? If so, how?

Yes 15%

12. A) How often do you become involved in the following types of advisement with students? (Check one column for each item.)

	Never	Occasionally	Sometimes	Often	Very Often
a) discussions of students' personal problems	(6)	(47)	(28)	(9)	(9)
b) discussions about students' vocational plans	(—)	(16)	(22)	(38)	(25)
c) discussions about students' academic plans beyond undergraduate school	(—)	(9)	(25)	(41)	(25)
d) helping students deal with institutional "red tape" (e.g., financial aid problems, billing problems)	(6)	(19)	(34)	(25)	(16)

B) Comments? Yes 27%

13. A) Did your program have a formal orientation for you and other new faculty? Yes (21) No (79)

B) If yes, was it effective? Yes (100) No (—)

Any comments? Yes 15%

14. Following is a list of problem areas sometimes encountered by faculty engaged in individualized instruction. Please indicate whether each is a problem in your program.

	Not A Problem	Somewhat of A Problem	A Serious Problem
a) access to laboratory facilities	(83)	(14)	(3)
b) access to library facilities	(81)	(16)	(3)
c) access to courses	(74)	(19)	(7)
d) access of students to one another	(47)	(43)	(10)
e) access to facilities for classroom instruction	(83)	(17)	(—)
f) provisions for advising and counseling of students	(61)	(32)	(7)
g) availability of administrative support services (e.g., xerox, typing)	(83)	(17)	(—)
h) availability of academic support services (e.g., learning modules, media)	(60)	(37)	(3)
i) ease of finding appropriate books for purchase	(67)	(27)	(7)
j) availability of colleagues in one's own specialty	(65)	(26)	(10)
k) availability of field experience opportunities	(66)	(31)	(3)
l) other (please specify) _____	(33)	(17)	(50)

15. Overall, how do you rate the "doability" of being a faculty member in an individualized education setting?

A

nearly impossible (—) difficult (13) doable (73) easy (10) very easy (3)

16. Has the "doability" improved for you during your time in the program?

no (14) a little (21) some (14) a great deal (50) a very great deal (—)

17. What changes have occurred in the following areas since you started in your program? (Please check the one that **best applies** for each item.)

Areas	Amount of Change				
Individual	**Much More Now**	**Somewhat More Now**	**About the Same**	**Somewhat Less Now**	**Much Less Now**
a) personal anxiety	(—)	(—)	(46)	(11)	(43)
b) sense of belonging in the program	(8)	(31)	(46)	(8)	(8)
c) amount of thinking about myself and my future	(4)	(30)	(63)	(—)	(4)
d) personal sense of satisfaction	(21)	(28)	(48)	(3)	(—)
e) general enthusiasm	(21)	(35)	(35)	(10)	(—)
Relational					
f) positive feelings toward faculty colleagues	(7)	(43)	(50)	(—)	(—)
g) positive feelings toward program (center) administrators	(21)	(45)	(14)	(21)	(—)
h) positive feelings toward other administrators	(14)	(14)	(54)	(4)	(14)
i) flexibility in style of working with students	(24)	(41)	(31)	(3)	(—)
j) positive feelings toward students with interests different from my own	(18)	(39)	(43)	(—)	(—)
Institutional					
k) clarity of policies (e.g., on promotions, on acceptable form for student evaluation, etc.)	(7)	(40)	(40)	(7)	(7)
l) clarity of communications channels	(10)	(37)	(40)	(7)	(7)
m) overall faculty participation in decision-making	(7)	(31)	(52)	(—)	(10)
n) overall faculty influence on decisions	(3)	(35)	(52)	(—)	(10)
o) learning resource availability	(7)	(37)	(50)	(3)	(3)
p) learning resource usefulness	(7)	(24)	(62)	(3)	(3)
q) positive climate for faculty	(7)	(35)	(45)	(7)	(7)
r) amount of secretarial support	(7)	(29)	(57)	(—)	(7)

Comments? _____ Yes 16%

18. In general, how satisfied are you with the following aspects of your personal involvement in the program?

	Not Satisfied	Somewhat Satisfied	Generally Satisfied	Very Satisfied
a) possibilities for promotion	(10)	(25)	(55)	(10)
b) my workload	(4)	(27)	(65)	(4)
c) my involvement in decisions about curriculum and degree requirements	(4)	(23)	(54)	(19)
d) my involvement in other administrative decisions (admissions, etc.)	(17)	(29)	(42)	(13)
e) my relationships with my faculty colleagues	(4)	(21)	(58)	(17)
f) my job security	(4)	(21)	(67)	(8)
g) my relationship with the program (center) administration	(11)	(7)	(44)	(37)
h) my relationship with the college (Coordinating Center) administration	(19)	(7)	(37)	(37)
i) my salary	(19)	(30)	(37)	(15)
j) the quality of my students	(11)	(21)	(46)	(21)
k) my academic freedom	(—)	(—)	(59)	(41)
l) secretarial support	(11)	(11)	(43)	(36)
m) use of learning contracts	(—)	(30)	(56)	(15)
n) opportunities for professional development	(7)	(15)	(59)	(19)

19. Below are some types of decisions in which faculty sometimes want influence. Please rate, on the left-hand scale, **how important** it is to you to have influence in these types of decisions in your program, and on the right-hand scale, **how much influence** faculty actually do have in your program.

Importance						Extent of Faculty Influence				
Very Important	**Important**	**Neither Important nor Unimportant**	**Unimportant**	**Very Unimportant**		**None**	**A Little**	**Some**	**A Great Deal**	**Very Great Deal**
(46)	(15)	(15)	(—)	(4)	a) determining program policies	(8)	(13)	(33)	(29)	(17)
(15)	(35)	(35)	(12)	(4)	b) purchase of special equipment (e.g., videotape)	(8)	(29)	(50)	(8)	(4)
(44)	(36)	(8)	(—)	(12)	c) selecting deans, associate deans	(27)	(36)	(18)	(9)	(9)
(56)	(36)	(—)	(4)	(4)	d) selecting other faculty	(13)	(—)	(29)	(46)	(13)
(44)	(44)	(9)	(—)	(4)	e) promotion of faculty	(9)	(—)	(23)	(50)	(18)
(50)	(33)	(13)	(—)	(4)	f) tenure decisions	(9)	(14)	(18)	(46)	(14)
(25)	(57)	(7)	(4)	(7)	g) determining the content of a student's program	(—)	(—)	(36)	(56)	(8)
(15)	(77)	(4)	(4)	(—)	h) determining types of students to admit to the program	(8)	(24)	(48)	(16)	(4)
(8)	(35)	(39)	(15)	(4)	i) selection of secretaries	(48)	(17)	(17)	(13)	(4)

III. ABOUT YOUR CAREER

A

20. Overall, how successful is your program in meeting the needs of its students?

not successful at all (—) somewhat successful (16) fairly successful (7) generally successful (61) very successful (16)

21. How long do you want to remain as a faculty member in your program?

I want to leave as soon as possible (4) no more than 1 to 2 years (15) no more than 3 to 5 years (4) 5 years or more (15) as long as possible (61)

Reasons? Yes 30%

22 A. What kinds of professional development activities have you engaged in during the past year?

	None	1-10	11-25	26-75	76+	No #	Approximate Number
a. read books in my specialty		43	21	17	3	13	
b. read serious books outside my specialty	13	57	13	3	7	7	
c. wrote papers for publication	None: 63%		(1-3) 33%			(9+) 3%	
d. wrote books or monographs	None: 90%		(1) 10%				

Please describe briefly any other professional development activities (e.g., conferences, research, painting) Yes 80%

All Conferences 41% Research 6% Arts 18% Dctrl. Work 3% Courses 9%

Writing 6% Consulting 3% Lecturing 3% Com. Act. 3% Other 3%

B. If your program has a special time in the year set aside for faculty development (e.g., a reading period), what were you able to accomplish during the most recent one?

DNA

23. How much anxiety do you now have over your long-term future career?

almost none (21) a little anxiety (42) some anxiety (32) I am quite anxious (—) I am extremely anxious (3)

Reasons? Yes 38%

24. Do you think the individualized education experience in this program will increase your "salability" in the academic market place? No 46 Yes 36

Reasons? Yes 41% Don't know 18

25. Since coming to the program (but within the last two years), have you received an offer of another job or a serious inquiry about your availability?

yes, an offer (20) not an offer, but a serious inquiry (27) neither (53)

26. Please indicate the effect that working in the program has had on you in each of the following areas.

Areas	Level of Effect: Much More Now	Some More Now	About the Same	Somewhat Less Now	Much Less Now
a. interest in working with students who are studying independently	(29)	(39)	(32)	(—)	(—)
b. interest in nontraditional modes of learning	(26)	(39)	(29)	(7)	(—)
c. skepticism about the credibility of programs such as this one	(7)	(13)	(26)	(19)	(36)
d. interest in working with older students	(29)	(32)	(36)	(3)	(—)
e. concern about the faculty effort necessary for the successful conduct of individualized programs	(26)	(32)	(36)	(3)	(3)
f. interest in rethinking my disciplinary specialization	(7)	(29)	(52)	(7)	(7)
g. interest in doing interdisciplinary work	(19)	(32)	(42)	(—)	(7)

IV. SOME DEMOGRAPHY

27. Your age _____

28. Your sex M 61% F 39%

29. Your highest degree _____

30. Your academic speciality _____

V. COMMENTS

31. Do you have anything to add (comments about the program? This questionnaire? etc.)? _____

Faculty Questionnaire
Office of Research and Evaluation
Empire State College

Dear Faculty Member:

The recent emergence of programs featuring individualized education has concurrently led to the emergence of nontraditional roles for faculty. Who are the new professionals, what do they do, why, what do they think about their role, how do they change, and what are some of their problems: these are some important questions. However, there is to date almost no systematic data available. Thus, the new professionals are the focus of this research effort co-sponsored by the Danforth Foundation Center for Individualized Education, the FIPSE Fund for the Improvement of Postsecondary Education, and Empire State College.

I hope you will take the 15-20 minutes necessary to complete this questionnaire. It is an essential part of multiple perspective strategy which also includes interviews, observation, and participation as a part-time mentor here at Empire. Since there are still not many faculty engaged in individualized educational programs, each questionnaire response is vital. I will, of course, make a number of complementary copies of the final report available at each institution with participating faculty.

Note that the questionnaire is **anonymous.** No attempt will be made to relate any response with an individual.

Please return your completed questionnaire and such comments as you may wish to add in the enclosed envelope. Thank you.

Sincerely,

Ernest G. Palola
Office of Research and Evaluation
Empire State College
Saratoga Springs, New York 12866

The term **Program** is used throughout this questionnaire to denote the particular individualized setting in which you reside. Unless your entire institution is individualized (e.g. the many parts of the Community College of Vermont), please answer only about the individualized unit with which you are associated. Examples of "programs" are **New College** (University of Alabama), **Empire State College, Contract Center** (Webster College), etc.

I. SOME BACKGROUND QUESTIONS

1. Your Individualized Program (e.g. New College, University of Alabama):

   Subject (91) ... 9

2. If you are part of a center or unit within this program, please specify (e.g. Northeast Center, Empire State College):

   _____

3. Are you considered a full-time faculty member in the program? Yes 22%

4. A) Mark **all** types of jobs that you have held for at least a year since earning your last bachelor's degree, but not counting part-time work during graduate school:

   B) How many years were you employed in each type of job?

   C) What were you doing immediately prior to taking a job in this program? Mark the one that best applies:

Type of Job	(A) Have Done	(B) # Years	(C) Did Last
a) teaching in a pre-college program (elementary, secondary)	(33)	_____	(14)
b) teaching in a traditional university or 4 year college	67	_____	(29)
c) teaching in a traditional 2 year college	44	_____	(29)
d) teaching in a non-traditional 2 or 4 year program	(56)	_____	(14)
e) non-teaching research position	(11)	_____	(—)
f) college or university administration	(11)	_____	(—)
g) non-educational-related enterprise (e.g. private)	(11)	_____	(—)
h) counseling	(22)	_____	(—)
i) graduate school or formal post-doctoral work	(22)	_____	(—)
j) other, non-teaching, education-related enterprise (e.g. State Education Dept.)	(11)	_____	(—)
k) other (please specify): _____	(11)	_____	(14)

5. The number of students currently assigned to you: a) Full-time 20
   b) Part-time 5

6. On July 1, 1976, how many years will you have been in the program?
   (e.g., 3 ½) _____

7. A) How important was each of the following to you in deciding to become a faculty member in your program? (Please check all that apply)

	Not Important	Somewhat Important	Very Important
a) salary	(25)	(63)	(13)
b) tenure policies	(88)	(12)	(—)
c) large amount of direct, personal, individualized work with students	(—)	(22)	(78)
d) chance to work with adult students	(—)	(44)	(56)
e) challenge of being a facilitator through use of a variety of external learning resources	(—)	(33)	(67)
f) challenge of working with students who have a variety of academic interests	(—)	(—)	(100)
g) chance to work with colleagues from other disciplines	(44)	(—)	(56)
h) dissatisfaction with traditional educational methods	(33)	(44)	(22)
i) academic freedom	(25)	(13)	(63)
j) chance to re-orient my career	(25)	(25)	(50)
k) other (please specify): _____	(33)	(—)	(67)

   B) Have you been disappointed in any of these expectations?

   If so, please explain. Yes 17% No 83%

   a) — b) — c) — d) — e) — f) — g) —

   h) — i) 100 j) — k) heavy workload — l) other —

II. ABOUT THE PROGRAM AND YOUR STYLE

8. On the basis of the following features, please compare your program to traditional colleges and universities. (Please check one column for each feature.)

	More Here Than Traditional	About Same As Traditional	More in Traditional
a) level of rigor	(50)	(25)	(25)
b) faculty workload	(78)	(22)	(—)
c) student workload	(44)	(56)	(—)
d) rigor with which students are evaluated	(33)	(44)	(22)
e) opportunities for concentration in a subject area	(67)	(33)	(—)
f) quantity of faculty paperwork	(67)	(22)	(11)
g) amount of student reading	(22)	(56)	(22)
h) amount of student writing	(33)	(56)	(11)
i) amount of student oral presentation	(33)	(56)	(11)
j) faculty influence on decisions	(38)	(25)	(38)
k) amount of student library work	(11)	(44)	(44)

9. Please estimate the number of times **in the past month** you have used the following kinds of learning resources in working with students? **S**

	None	1-3	4-10	11 or more
a) learning modules (organized learning packages)	(11)	(44)	(33)	(11)
b) other faculty in the program with knowledge of the subject area	(44)	(44)	(11)	(—)
c) outside persons (as visitors, adjuncts) from other programs or institutions	(56)	(33)	(—)	(11)
d) courses in other program(s) or institutions	(78)	(22)	(—)	(—)
e) correspondence courses (e.g. SUNY Independent Study)	(—)	(—)	(—)	(—)
f) special short-term residencies (e.g. Women Studies weekend residency)	(—)	(—)	(—)	(—)
g) on-the-job experience	(11)	(56)	(—)	(33)
h) field experience, internships	(33)	(44)	(11)	(11)
i) other learning resources made available through special arrangements (e.g. museums, galleries, etc.)	(33)	(44)	(22)	(—)

10.A) What is your **normal** style in helping students develop readings and other activities? (Please check the one that **best applies** since none will fit perfectly.)

a) I select almost all student readings and/or other learning activities (11)
b) I select most student readings and/or other learning activities (22)
c) The students and I together select readings and/or other learning activities (56)
d) The students select most readings and/or other learning activities (—)
e) The students select almost all readings and/or other learning activities (11)

B) Has your style of helping students develop readings and other learning activities changed in significant ways while in the program? If so, how?

Yes 50% No 50%

11.A) How do you and your students relate during get-togethers? (Again, please check the **one** statement that **best applies**.)

a) When the students ask questions, I almost always try to answer them (—)
b) When the students ask questions, I generally try to answer them (11)
c) My style varies. When students ask questions, I sometimes try to answer and sometimes direct them to other sources (56)
d) When students ask questions, I generally challenge them to seek out the answers for themselves (33)
e) When students ask questions, I almost always challenge them to seek out the answers for themselves (—)

B) Has this aspect of your style changed in significant ways while in the program? If so, how?

Yes 33% No 67%

12.A) How often do you become involved in the following types of advisement with students? (Check one column for each item.)

	Never	Occasionally	Sometimes	Often	Very Often
a) discussions of students' personal problems	(—)	(33)	(33)	(33)	(—)
b) discussions about students' vocational plans	(—)	(—)	(22)	(44)	(33)
c) discussions about students' academic plans beyond undergraduate school	(—)	(22)	(44)	(11)	(22)
d) helping students deal with institutional "red tape" (e.g. financial aid problems, billing problems)	(—)	(33)	(11)	(33)	(22)

B) Comments? Yes 33% No 67%

13.A) Did your program have a formal orientation for you and other new faculty? Yes (44) No (56)

B) If yes, was it effective? Yes (33) No (67)

Any comments? Yes 33%

14. Following is a list of problem areas sometimes encountered by faculty engaged in individualized instruction. Please indicate whether each is a problem in your program.

	Not A Problem	Somewhat of A Problem	A Serious Problem
a) access to laboratory facilities	(78)	(11)	(11)
b) access to library facilities	(78)	(11)	(11)
c) access to courses	(63)	(25)	(13)
d) access of students to one another	(44)	(56)	(—)
e) access to facilities for classroom instruction	(78)	(11)	(11)
f) provisions for advising and counseling of students	(33)	(44)	(22)
g) availability of administrative support services (e.g. xerox, typing)	(11)	(44)	(44)
h) availability of academic support services (e.g. learning modules, media)	(67)	(22)	(11)
i) ease of finding appropriate books for purchase	(56)	(44)	(—)
j) availability of colleagues in one's own specialty	(67)	(11)	(22)
k) availability of field experience opportunities	(56)	(44)	(—)
l) other (please specify): _____	(100)	(—)	(—)

15. Overall, how do you rate the "doability" of being a faculty member in an individualized education setting?

nearly impossible (—) difficult (22) doable (67) easy (11) very easy (—)

16. Has the "doability" improved for you during your time in the program?

no (11) a little (11) some (44) a great deal (33) a very great deal (—)

17. What changes have occurred in the following areas since you started in your program? (Please check the one that **best applies** for each item.)

Areas	Amount of Change				
Individual	**Much More Now**	**Somewhat More Now**	**About the Same**	**Somewhat Less Now**	**Much Less Now**
a) personal anxiety	(—)	(—)	(—)	(33)	(67)
b) sense of belonging to the program	(22)	(44)	(11)	(22)	(—)
c) amount of thinking about myself and my future	(11)	(22)	(44)	(—)	(22)
d) personal sense of satisfaction	(44)	(33)	(22)	(—)	(—)
e) general enthusiasm	(56)	(11)	(22)	(11)	(—)
Relational					
f) positive feelings toward faculty colleagues	(33)	(11)	(44)	(11)	(—)
g) positive feelings toward program (center) administrators	(33)	(22)	(33)	(11)	(—)
h) positive feelings toward other administrators	(11)	(11)	(56)	(11)	(11)
i) flexibility in style of working with students	(22)	(44)	(22)	(11)	(—)
j) positive feelings toward students with interests different from my own	(22)	(44)	(22)	(11)	(—)
Institutional					
k) clarity of policies (e.g., on promotions, on acceptable form for student evaluation, etc.)	(—)	(44)	(22)	(22)	(11)
l) clarity of communication channels	(—)	(22)	(56)	(11)	(11)
m) overall faculty participation in decision-making	(11)	(33)	(44)	(11)	(—)
n) overall faculty influence on decisions	(11)	(33)	(33)	(11)	(11)
o) learning resource availability	(22)	(44)	(22)	(—)	(11)
p) learning resource usefulness	(22)	(44)	(22)	(—)	(11)
q) positive climate for faculty	(22)	(33)	(33)	(11)	(—)
r) amount of secretarial support	(11)	(—)	(67)	(11)	(11)

Comments? Yes 11%

18. In general, how satisfied are you with the following aspects of your personal involvement in the program?

	Not Satisfied	Somewhat Satisfied	Generally Satisfied	Very Satisfied
a) possibilities for promotion	(13)	(38)	(38)	(13)
b) my workload	(11)	(33)	(44)	(11)
c) my involvement in decisions about curriculum and degree requirements	(25)	(25)	(25)	(25)
d) my involvement in other administrative decisions (admissions, etc.)	(13)	(38)	(38)	(13)
e) my relationships with m. faculty colleagues	(—)	(11)	(44)	(44)
f) my job security	(25)	(13)	(38)	(25)
g) my relationship with the program (center) administration	(—)	(11)	(56)	(33)
h) my relationship with the college (Coordinating Center) administration	(11)	(22)	(56)	(11)
i) my salary	(44)	(22)	(33)	(—)
j) the quality of my students	(11)	(22)	(56)	(11)
k) my academic freedom	(11)	(—)	(56)	(33)
l) secretarial support	(44)	(33)	(11)	(11)
m) use of learning contracts	(—)	(11)	(33)	(56)
n) opportunities for professional development	(—)	(22)	(56)	(22)

19. Below are some types of decisions in which faculty sometimes want influence. Please rate, on the left-hand scale, **how important** it is to you to have influence in these types of decisions in your program, and on the right-hand scale, **how much influence** faculty actually do have in your program.

Importance						Extent of Faculty Influence				
Very Important	**Important**	**Neither Important nor Unimportant**	**Unimportant**	**Very Unimportant**		**None**	**A Little**	**Some**	**A Great Deal**	**Very Great Deal**
(67)	(11)	(—)	(—)	(—)	a) determining program policies	(—)	(11)	(33)	(44)	(11)
(56)	(22)	(22)	(—)	(—)	b) purchase of special equipment (e.g., videotape)	(—)	(11)	(33)	(33)	(22)
(25)	(50)	(13)	(13)	(—)	c) selecting deans, associate deans	(67)	(22)	(11)	(—)	(—)
(38)	(38)	(—)	(13)	(13)	d) selecting other faculty	(57)	(22)	(—)	(11)	(11)
(25)	(38)	(—)	(25)	(13)	e) promotion of faculty	(78)	(11)	(—)	(11)	(—)
(13)	(38)	(13)	(25)	(13)	f) tenure decisions	(56)	(22)	(11)	(11)	(—)
(75)	(25)	(—)	(—)	(—)	g) determining the content of a student's program	(—)	(—)	(33)	(22)	(44)
(50)	(13)	(13)	(25)	(—)	h) determining types of students to admit to the program	(33)	(11)	(44)	(—)	(11)
(13)	(38)	(25)	(25)	(—)	i) selection of secretaries	(89)	(—)	(11)	(—)	(—)

III. ABOUT YOUR CAREER

20. Overall, how successful is your program in meeting the needs of its students?

not successful at all (—) somewhat successful (—) fairly successful (22) generally successful (44) very successful (33)

21. How long do you want to remain as a faculty member in your program?

I want to leave as soon as possible (—) no more than 1 to 2 years (—) no more than 3 to 5 years (33) 5 years or more (25) as long as possible (63)

Reasons: Yes 44%

22 A) What kinds of professional development activities have you engaged in during the past year?

	None	1-10	11-25	26-75	76+	No #	Approximate Number
a) read books in my specialty	—	33	44	22	—	—	
b) read serious books outside my specialty	11	67	22	—	—	—	
c) write papers for publication	None 78%			(1-3) 22%			
d) write books or monographs	None 78%			(3) 11%		(2) 11%	

(Please describe briefly any other professional development activities (e.g., conferences, research, painting) Yes 78%

A-d: Conferences 33% Research 11% Arts 22% Doctoral — Classes, Courses 22%

Writing — Consulting 11% Lecturing 11% Com. Act. — Other —

B) If your program has a special time in the year set aside for faculty development (e.g., a reading period), what were you able to accomplish during the most recent time?

DNA

23. How much anxiety do you now have over your long-term future career?

almost none (22) a little anxiety (22) some anxiety (44) I am quite anxious (—) I am extremely anxious (11)

Reasons: Yes 67%

24. Do you think the individualized education experience in this program will increase your "salability" in the academic market place? No 11 Yes 89

Reasons: Yes 67%

25. Since coming to the program (but within the last two years), have you received an offer of another job or a serious inquiry about your availability?

yes, an offer (33) not an offer, but a serious inquiry (11) neither (56)

26. Please indicate the effect that working in the program has had on you in each of the following areas.

Areas	Level of Effect: Much More Now	Some More Now	About the Same	Somewhat Less Now	Much Less Now
a) interest in working with students who are studying independently	(56)	(33)	(11)	(—)	(—)
b) interest in nontraditional modes of learning	(67)	(11)	(22)	(—)	(—)
c) skepticism about the credibility of programs such as this one	(—)	(—)	(22)	(11)	(67)
d) interest in working with older students	(56)	(11)	(33)	(—)	(—)
e) concern about the faculty effort necessary for the successful conduct of individualized programs	(67)	(—)	(22)	(11)	(—)
f) interest in rethinking my disciplinary specialization	(33)	(—)	(44)	(11)	(11)
g) interest in doing interdisciplinary work	(33)	(44)	(22)	(—)	(—)

IV. SOME DEMOGRAPHY

27. Your age _____

28. Your sex M 67% F 33%

29. Your highest degree _____

30. Your academic specialty _____

V. COMMENTS

31. Do you have anything to add (comments about the program? This questionnaire? etc.)? _____

Faculty Questionnaire
Office of Research and Evaluation
Empire State College

Dear Faculty Member:

The recent emergence of programs featuring individualized education has concurrently led to the emergence of nontraditional roles for faculty. Who are the new professionals, what do they do, why, what do they think about their role, how do they change, and what are some of their problems: these are some important questions. However, there is to date almost no systematic data available. Thus, the new professionals are the focus of this research effort co-sponsored by the Danforth Foundation Center for Individualized Education, the HEW Fund for the Improvement of Postsecondary Education, and Empire State College.

I hope you will take the 15-20 minutes necessary to complete this questionnaire. It is an essential part of multiple perspective strategy which also includes interviews, observation, and participation as a part-time mentor here at Empire. Since there are still not many faculty engaged in individualized educational programs, each questionnaire response is vital. I will, of course, make a number of complementary copies of the final report available at each institution with participating faculty.

Note that the questionnaire is **anonymous.** No attempt will be made to relate any response with an individual.

Please return your completed questionnaire and such comments as you may wish to add in the enclosed envelope. Thank you.

Sincerely,

Ernest G. Palola
Office of Research and Evaluation
Empire State College
Saratoga Springs, New York 12866

The term **Program** is used throughout this questionnaire to denote the particular individualized setting in which you reside. Unless your entire institution is individualized (e.g., the many parts of the Community College of Vermont), please answer only about the individualized unit with which you are associated. Examples of "programs" are **New College** (University of Alabama), **Empire State College, Contract Center** (Webster College), etc.

I. SOME BACKGROUND QUESTIONS

1. Your individualized Program (e.g., New College, University of Alabama):

   ESC (73)

2. If you are part of a center or unit within this program, please specify (e.g., Northeast Center, Empire State College):

   _____

3. Are you considered a full-time faculty member in the program? Yes 42%

4. A) Mark **all** types of jobs that you have held for at least a year since earning your bachelor's degree (but not counting part-time work during graduate school).

   B) How many years were you employed in each type of job?

   C) What were you doing immediately prior to taking a job in this program? (Mark the one that best applies):

Type of Job	(A) Have Done	(B) # Years	(C) Did Last
a) teaching in a pre-college program (elementary, secondary)	(8)	_____	(2)
b) teaching in a traditional university or 4 year college	(60)	_____	(21)
c) teaching in a traditional 2 year college	(25)	_____	(6)
d) teaching in a non-traditional 2 or 4 year program	(26)	_____	(11)
e) non-teaching research position	(26)	_____	(12)
f) college or university administration	(23)	_____	(14)
g) non-educational related enterprise (e.g. parent)	(22)	_____	(2)
h) counseling	(23)	_____	(5)
i) graduate school or formal post-doctoral work	(45)	_____	(6)
j) other non-teaching education-related enterprise (e.g. State Education Dept.)	(12)	_____	(3)
k) other (please specify): _____	(40)	_____	(9)

11 multiple

5. The number of students currently assigned to you: a) Full-time 13
   b) Part-time 17

6. On July 1, 1976, how many years will you have been in the program?
   (e.g., 3 ½) _____

7. A) How important was each of the following to you in deciding to become a faculty member in your program? (Please check all that apply)

	Not Important	Somewhat Important	Very Important
a) salary	(19)	(65)	(16)
b) tenure policies	(70)	(25)	(5)
c) large amount of direct, personal, individualized work with students	(1)	(20)	(79)
d) chance to work with adult students	(16)	(38)	(46)
e) challenge of being a facilitator through use of a variety of external learning resources	(28)	(32)	(40)
f) challenge of working with students who have a variety of academic interests	(6)	(29)	(65)
g) chance to work with colleagues from other disciplines	(23)	(48)	(29)
h) dissatisfaction with traditional educational methods	(34)	(32)	(34)
i) academic freedom	(35)	(38)	(27)
j) chance to re-orient my career	(37)	(28)	(35)
k) other (please specify): _____	(3)	(—)	(10)

   B) Have you been disappointed in any of these expectations?

   If so, please explain: Yes 47% No 53%

   a) 8 b) 12 c) 8 d) 4 e) 15 f) 15 g) 15
   h) 4 i) 8 j) 4 k) heavy workload 23 l) other 12

II. ABOUT THE PROGRAM AND YOUR STYLE

8. On the basis of the following features, please compare your program to traditional colleges and universities. (Please check one column for each feature.)

	More Here Than Traditional	About Same As Traditional	More in Traditional
a) level of rigor	(43)	(43)	(14)
b) faculty workload	(88)	(8)	(4)
c) student workload	(58)	(34)	(9)
d) rigor with which students are evaluated	(57)	(35)	(8)
e) opportunities for concentration in a subject area	(49)	(15)	(35)
f) quantity of faculty paperwork	(97)	(1)	(1)
g) amount of student reading	(50)	(44)	(6)
h) amount of student writing	(45)	(52)	(3)
i) amount of student oral presentation	(56)	(18)	(26)
j) faculty influence on decision	(42)	(41)	(17)
k) amount of student library work	(44)	(30)	(27)

9. Please estimate the number of times **in the past month** you have used the following kinds of learning resources in working with students? C

	None	1-3	4-10	11 or more
a. learning modules (organized learning packages)	(58)	(47)	(13)	(3)
b. other faculty in the program with knowledge of the subject area	(7)	(65)	(23)	(4)
c. outside persons as tutors/ adjuncts from other programs or institutions	(19)	(41)	(32)	(9)
d. courses in other programs or institutions	(17)	(51)	(31)	(1)
e. correspondence courses (e.g. SUNY Independent Study)	(62)	(35)	(3)	(—)
f. special short term residencies (e.g. Women Studies weekend residency)	(52)	(42)	(6)	(—)
g. on the job experience	(17)	(54)	(23)	(6)
h. field experience internships	(27)	(44)	(25)	(4)
i. other learning resources made available through special arrangements (e.g. museums, galleries, etc.)	(28)	(54)	(15)	(3)

10.A. What is your **normal** style in helping students develop readings and other activities? (Please check the one that **best applies** since none will fit perfectly.)

a. I select almost all student readings and/or other learning activities	(6)
b. I select most student readings and/or other learning activities	(30)
c. The students and I together select readings and/or other learning activities	(62)
d. The students select most readings and/or other learning activities	(1)
e. The students select almost all readings and/or other learning activities	(—)
combined	(1)

B. Has your style in helping students develop readings and other learning activities changed in significant ways while in the program? If so, how?

Yes 86% No 14%

11.A. How do you and your students relate during get-togethers? (Again, please check the **one** statement that **best applies**.)

a. When the students ask questions, I almost always try to answer them	(15)
b. When the students ask questions, I generally try to answer them	(13)
c. My style varies. When students ask questions, I sometimes try to answer and sometimes direct them to other sources	(63)
d. When students ask questions, I generally challenge them to seek out the answers for themselves	(7)
e. When students ask questions, I almost always challenge them to seek out the answers for themselves	(1)
combined	(6)

B. Has this aspect of your style changed in significant ways while in the program? If so, how?

Yes 37% No 63%

12.A. How often do you become involved in the following types of advisement with students? (Check one column for each item.)

	Never	Occasionally	Sometimes	Often	Very Often
a. discussions of students' personal problems	(1)	(54)	(35)	(6)	(4)
b. discussions about students' vocational plans	(—)	(8)	(28)	(36)	(92)
c. discussions about students' academic plans beyond undergraduate school	(—)	(8)	(23)	(48)	(21)
d. helping students deal with institutional "red tape" (e.g. financial aid problems, billing problems)	(1)	(21)	(19)	(39)	(19)

B. Comments? Yes 33%

13.A. Did your program have a formal orientation for you and other new faculty? Yes (44) No (56)

B. If yes, was it effective? Yes (83) No (17)

Any comments? Yes 27%

14. Following is a list of problem areas sometimes encountered by faculty engaged in individualized instruction. Please indicate whether each is a problem in your program.

	Not A Problem	Somewhat of A Problem	A Serious Problem
a. access to laboratory facilities	(32)	(37)	(31)
b. access to library facilities	(32)	(44)	(25)
c. access to courses	(56)	(37)	(7)
d. access of students to one another	(7)	(51)	(42)
e. access to facilities for classroom instruction	(69)	(24)	(7)
f. provisions for advising and counseling of students	(51)	(37)	(13)
g. availability of administrative support services (e.g., xerox, typing)	(53)	(36)	(11)
h. availability of academic support services (e.g. learning modules, media)	(50)	(39)	(11)
i. ease of finding appropriate books for purchase	(21)	(41)	(38)
j. availability of colleagues in one's own specialty	(32)	(38)	(30)
k. availability of field experience opportunities	(55)	(39)	(6)
l. other (please specify: _____)	(11)	(—)	(12)

15. Overall, how do you rate the "doability" of being a faculty member in an individualized education setting?

C

nearly impossible (17) difficult (30) doable (49) easy (11) very easy (1)

16. Has the "doability" improved for you during your time in the program?

no (8) a little (18) some (42) a great deal (28) a very great deal (3) other (1)

17. What changes have occurred in the following areas since you started in your program? (Please check the one that **best applies** for each item.)

Areas

	Amount of Change				
Individual	**Much More Now**	**Somewhat More Now**	**About the Same**	**Somewhat Less Now**	**Much Less Now**
a) personal anxiety	(12)	(9)	(21)	(30)	(28)
b) sense of belonging to the program	(42)	(26)	(21)	(6)	(6)
c) amount of thinking about myself and my future	(17)	(22)	(41)	(10)	(10)
d) personal sense of satisfaction	(26)	(19)	(24)	(5)	(6)
e) general enthusiasm	(28)	(21)	(32)	(13)	(7)
Relational					
f) positive feelings toward faculty colleagues	(15)	(32)	(25)	(8)	(4)
g) positive feelings toward program (center) administrators	(21)	(25)	(41)	(6)	(7)
h) positive feelings toward other administrators	(7)	(12)	(45)	(24)	(15)
i) flexibility in style of working with students	(28)	(19)	(24)	(7)	(1)
j) positive feelings toward students with interests different from my own	(32)	(28)	(39)	(—)	(—)
Institutional					
k) clarity of policies (e.g., on promotions, on acceptable form for student evaluation, etc.)	(7)	(13)	(40)	(29)	(11)
l) clarity of communication channels	(8)	(25)	(54)	(10)	(8)
m) overall faculty participation in decision-making	(9)	(21)	(39)	(20)	(11)
n) overall faculty influence on decisions	(7)	(20)	(44)	(18)	(11)
o) learning resource availability	(4)	(21)	(46)	(15)	(14)
p) learning resource usefulness	(3)	(25)	(49)	(16)	(7)
q) positive climate for faculty	(8)	(24)	(35)	(21)	(13)
r) amount of secretarial support	(8)	(13)	(36)	(17)	(26)

Comments? Yes 27%

18. In general, how satisfied are you with the following aspects of your personal involvement in the program?

	Not Satisfied	Somewhat Satisfied	Generally Satisfied	Very Satisfied
a) possibilities for promotion	(29)	(19)	(41)	(11)
b) my workload	(28)	(31)	(37)	(4)
c) my involvement in decisions about curriculum and degree requirements	(13)	(29)	(43)	(15)
d) my involvement in other administrative decisions (admissions, etc.)	(25)	(31)	(32)	(11)
e) my relationships with my faculty colleagues	(7)	(3)	(43)	(47)
f) my job security	(33)	(14)	(34)	(19)
g) my relationship with the program (center) administration	(9)	(11)	(46)	(34)
h) my relationship with the college (Coordinating Center) administration	(20)	(29)	(41)	(10)
i) my salary	(19)	(15)	(44)	(22)
j) the quality of my students	(4)	(15)	(58)	(22)
k) my academic freedom	(11)	(7)	(47)	(35)
l) secretarial support	(33)	(19)	(29)	(18)
m) use of learning contracts	(4)	(19)	(47)	(30)
n) opportunities for professional development	(32)	(24)	(26)	(18)

19. Below are some types of decisions in which faculty sometimes want influence. Please rate, on the left-hand scale, **how important** it is to you to have influence in these types of decisions in your program, and on the right-hand scale, **how much influence** faculty actually do have in your program.

Importance						**Extent of Faculty Influence**				
Very Important	**Important**	**Neither Important nor Unimportant**	**Unimportant**	**Very Unimportant**		**None**	**A Little**	**Some**	**A Great Deal**	**Very Great Deal**
(69)	(31)	(—)	(—)	(—)	a) determining program policies	(5)	(21)	(35)	(33)	(6)
(8)	(39)	(31)	(16)	(6)	b) purchase of special equipment (e.g., videotape)	(28)	(31)	(26)	(13)	(2)
(62)	(35)	(1)	(—)	(1)	c) selecting deans, associate deans	(10)	(12)	(37)	(39)	(3)
(68)	(29)	(1)	(—)	(1)	d) selecting other faculty	(6)	(6)	(30)	(47)	(11)
(51)	(39)	(7)	(1)	(1)	e) promotion of faculty	(11)	(15)	(42)	(26)	(6)
(59)	(26)	(7)	(4)	(4)	f) tenure decisions	(14)	(25)	(35)	(20)	(6)
(81)	(16)	(3)	(—)	(1)	g) determining the content of a student's program	(2)	(—)	(6)	(50)	(42)
(30)	(44)	(17)	(9)	(—)	h) determining types of students to admit to the program	(42)	(23)	(19)	(12)	(5)
(10)	(46)	(32)	(9)	(3)	i) selection of secretaries	(43)	(21)	(28)	(3)	(5)

III. ABOUT YOUR CAREER

C

20. Overall, how successful is your program in meeting the needs of its students?

not successful at all (-0) somewhat successful (12) fairly successful (21) generally successful (49) very successful (18)

21. How long do you want to remain as a faculty member in your program?

I want to leave as soon as possible (-4) no more than 1 to 2 years (-0) no more than 3 to 5 years (19) 5 years or more (17) as long as possible (51)

Reasons? Yes 55% uncertain (-5)

22 A. What kinds of professional development activities have you engaged in during the past year?

	None	1-10	11-25	26-75	76+	No #	Approximate Number
a) read books in my specialty	8%	42%	25%	10%	1%	14%	
b) read serious books outside my specialty	13%	42%	22%	8%	1%	14%	
c) write papers for publication	None: 44%	(1-3) 49%	(4-8) 4%	(other) 1%		1%	
d) write books or monographs	None: 78%	(1) 10%	(2) 6%	(3+) 1%	(other) 4%	1%	

Please d) write briefly any other professional development activities (e.g., conferences, research, painting) Yes 68%

50 Conferences 30% Research 23% Arts 7% Doctoral 8% Classes, Courses 10%

Writing 7% Consulting 4% Lecturing 6% Com. Act. 7% Other 4%

Part of conference 15%

B) If your program has a special time in the year set aside for faculty development (e.g., a reading period), what were you able to accomplish during the most recent one?

Yes (Listed 86%

23. How much anxiety do you now have over your long-term future career?

almost none (2) a little anxiety (29) some anxiety (26) I am quite anxious (14) I am extremely anxious (4)

Reasons? Yes 55%

24. Do you think the individualized education experience in this program will increase your "salability" in the academic market place? No 35 Yes 59

Reasons? Yes 63% Don't know 6

25. Since coming to the program (but within the last two years), have you received an offer of another job or a serious inquiry about your availability?

yes, an offer (8) not an offer, but a serious inquiry (34) neither (36)

30. Please indicate the effect that working in the program has had on you in each of the following areas.

Areas	Level of Effect: Much More Now	Some More Now	About the Same	Somewhat Less Now	Much Less Now
a) interest in working with students who are studying independently	(47)	(18)	(33)	(-1)	(-1)
b) interest in nontraditional modes of learning	(44)	(33)	(22)	(—)	(-1)
c) skepticism about the credibility of programs such as this one	(-7)	(10)	(34)	(18)	(31)
d) interest in working with older students	(34)	(32)	(32)	(-3)	(—)
e) concern about the faculty effort necessary for the successful conduct of individualized programs	(47)	(32)	(17)	(-4)	(—)
f) interest in rethinking my disciplinary specialization	(18)	(41)	(35)	(-1)	(-1)
g) interest in doing interdisciplinary work	(33)	(39)	(25)	(-1)	(-1)

IV. SOME DEMOGRAPHY

27. Your age _____

28. Your sex M 63% F 37%

29. Your highest degree _____

30. Your academic speciality _____

V. COMMENTS

31. Do you have anything to add (comments about the program? This questionnaire? etc.)? _____